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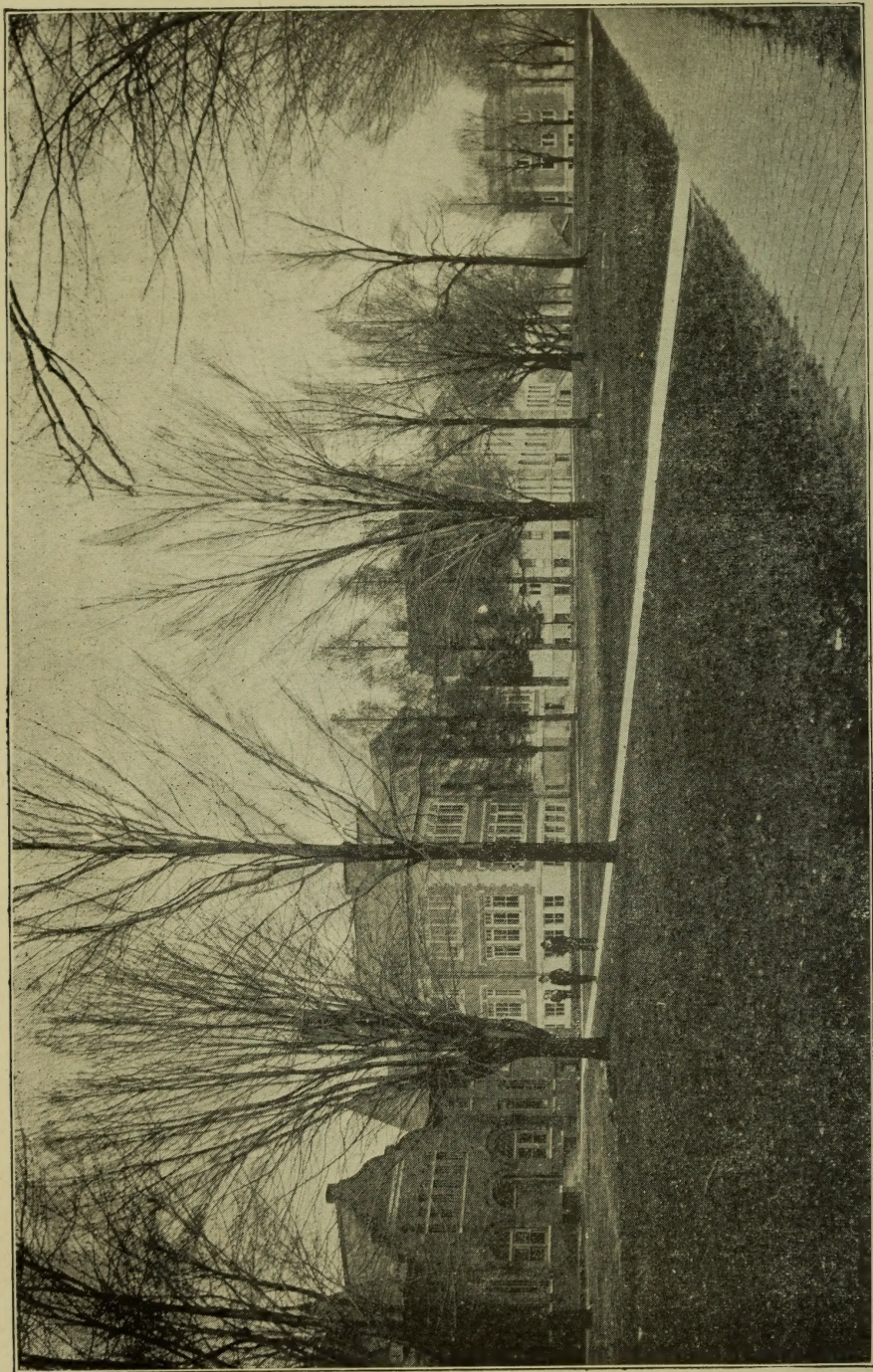
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Northwestern College.

Catalogue
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CAMPUS, NORTHWESTERN COLLEGE, NAPERVILLE, ILL.

CATALOGUE
OF
Northwestern College
AND
Union Biblical Institute

NAPERVILLE, DU PAGE CO., ILLINOIS.

1908-1909.

PUBLISHED BY THE COLLEGE

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Announcements for 1909-1910.*

1909.

September 14-15—Entrance Examinations and Enrollment	- - -	Tuesday and Wednesday
September 15—First Semester and Fall Term Begin	- - - - -	Wednesday
October 26—Annual Meeting of the Board of Trustees	- - - - -	Tuesday
November 25—Thanksgiving Day	- - -	Thursday
December 17—Fall Term Ends	- - - -	Friday

1910.

January 4—Winter Term Begins	- -	Tuesday
January 28—First Semester Ends	- - -	Friday
January 31—Second Semester Begins	- -	Monday
February 6—Day Prayer for College	- -	Sunday
March 25—Winter Term Ends	- - - -	Friday
March 28—Spring Term Begins	- - -	Monday
May 14—College Day	- - - -	Saturday
May 30—Memorial Day	- - - -	Monday
June 12—Baccalaureate Sermon	- -	Sunday
June 12—Annual Sermon, U. B. Institute,	Sunday Evening	
June 13—Commencement, U. B. Institute,	Monday Evening	
June 14—Graduating Exercises, School of Music	- - - -	Tuesday Evening
June 15—Class Day	- - - -	Wednesday
June 15—Commencement Concert	-	Wednesday Evening
June 16—Commencement Day	- - -	Thursday
June 16—Alumni Anniversary	-	Thursday Evening

SUMMER VACATION.

September 13-14—Entrance Examinations and Enrollment	- -	Tuesday and Wednesday
September 14—First Semester and Fall Term Begin	- - - - -	Wednesday
November 24—Thanksgiving Day	- -	Thursday
December 16—Fall Term Ends	- - -	Friday

*The school year is divided into two Semesters in all departments except in the school of music and the commercial and art departments.

BOARD OF TRUSTEES.

BISHOP THOMAS BOWMAN.....	<i>ex-Officio</i>
REV. J. G. SCHWAB.....	Illinois Conference
REV. L. F. EMMERT.....	Wisconsin Conference
REV. J. H. BREISCH.....	Indiana Conference
REV. H. C. SCHLUTER.....	Iowa Conference
REV. E. M. SPRENG.....	Ohio Conference
REV. F. KLUMP.....	Michigan Conference
REV. G. T. DAMM.....	Canada Conference
REV. H. P. MERLE.....	New York Conference
REV. J. H. YAGGY.....	Des Moines Conference
REV. C. F. ERFFMEYER.....	Kansas Conference
WM. GROTE, ESQ.....	Elgin, Illinois
DR. A. GOLDSPOHN.....	Chicago, Illinois
PRES. H. J. KIEKHOEFER.....	<i>ex-Officio</i>
REV. J. G. ZIEGLER.....	Erie Conference
REV. H. PIPER.....	Nebraska Conference
REV. M. SCHOENLEBEN.....	Minnesota Conference
REV. R. W. TEICHMANN.....	Dakota Conference
J. C. BREITHAUP, ESQ.....	Berlin, Ontario
A. KRAMER, ESQ.....	Indianapolis, Indiana
A. QUILLING, ESQ.....	Menomonie, Wisconsin

OFFICERS OF THE BOARD.

BISHOP THOMAS BOWMAN.....	President
WM. GROTE, ESQ.....	Vice-President
REV. C. F. ERFFMEYER.....	Secretary

STANDING COMMITTEES.

Executive Committee.

WM. GROTE, ESQ.

REV. L. F. EMMERT.

DR. A. GOLDSPOHN.

REV. J. H. BREISCH.

REV. J. G. SCHWAB.

REV. H. C. SCHLUTER.

PRES. H. J. KIEKHOEFER.

Finance Committee.

PROF. A. C. GEGENHEIMER.

PROF. G. W. SINDLINGER.

PROF. G. P. NAUMAN.

Auditing Committee.

PROF. A. C. GEGENHEIMER.

PROF. M. W. COULTRAP.

PROF. M. E. NONNAMAKER.

Grounds Committee.

REV. F. W. UMBREIT.

PROF. G. P. NAUMAN.

PRES. H. J. KIEKHOEFER.

REV. F. W. UMBREIT, Treasurer and Financial Agent.

FACULTY.

H. J. KIEKHOEFER, A. M., PH. D.,
PRESIDENT.

104 Sleight Street.

Professor of Intellectual and Moral Philosophy.

F. W. HEIDNER, A. M., D. D.,
91 Sleight Street.

Professor of the German Language and Literature.

HENRY C. SMITH, A. M.,
62 Loomis Street.

Professor of the Latin Language and Literature.

G. W. SINDLINGER, A. M.,
72 Brainerd Street.

Professor of the Greek Language and Literature.

L. M. UMBACH, A. M.,
101 Wright Street.

Professor of Biology and Geology.

MISS MARY S. BUCKS, M. L., PRECEPTRESS,
129 Brainerd Street.

Professor of the English Language and Literature.

G. P. NAUMAN, M. S.,
101 Franklin Avenue.

Professor of History and Sociology.

M. E. NONNAMAKER, A. M.,
66 Wright Street.

Professor of Physics and Chemistry.

G. J. KIRN, A. M., PH. D.,
145 Sleight Street.

Professor of Apologetics and Biblical Instruction.

G. R. LAIRD, A. M.,
149 Brainerd Street.

Professor of Rhetoric and Oratory.

FACULTY—Continued.

THOMAS FINKBEINER, PH. M., B. D.,
Columbia Avenue.

Professor of German.

LUELLA E. KIEKHOEFER, PH. M.,
104 Sleight Street.

Professor of French and German.

M. W. COULTRAP, A. M.,
68 Columbia Avenue.

Professor of Mathematics.

*

Professor of Social and Political Science.

ORVILLE M. ALBIG, A. M.,
205 Prairie Avenue.

Instructor in Latin.

FANNIE LAUVER, PH. M.,
159 Center Street.

Instructor in English.

E. EDWARD RIFE, M. S.,
PHYSICAL DIRECTOR,
76 Brainerd Street.

Assistant Professor of Mathematics.

A. C. GEGENHEIMER,
PRINCIPAL SCHOOL OF COMMERCE,
84 Wright Street.

Professor Commercial Branches.

GRACE A. AUSTEN, MUS. B.,
DIRECTOR SCHOOL OF MUSIC,
55 Front Street.

Professor of Piano, Organ and Voice.

FACULTY—Continued.

HENRY C. SMITH, A. M.,
62 Loomis Street.
Professor of Vocal Music.

FLORENCE M. KIRKUP,
24 Loomis Street.
Teacher of Voice Culture.

MABEL BEIDLER,
57 Brainerd Street.
Teacher of Violin and Piano.

LYDIA D. SMITH,
Chicago.
Teacher of Drawing and Painting.

S. L. UMBACH, D. D.,
151 Sleight Street.
Librarian.

G. J. KIRN, A. M., PH. D.,
145 Sleight Street.
Assistant Librarian.

OFFICERS OF ADMINISTRATION.

H. J. KIEKHOEFER, A. M., PH. D.,
President.

M. E. NONNAMAKER, A. M.,
Secretary of Faculty.

THOS. FINKBEINER, PH. M.,
Registrar.

MARY S. BUCKS, M. L.,
Preceptress.

G. P. NAUMAN, M. S.,
Principal Preparatory School.

A. C. GEGENHEIMER,
Principal Commercial Department.

GRACE A. AUSTEN, MUS. B.,
Director School of Music.

E. E. RIFE, M. S.,
Director Physical Culture.

S. L. UMBACH, D. D.,
Librarian.

G. J. KIRN, A. M., PH. D.,
Assistant Librarian.

L. M. UMBACH, A. M.,
Curator of Museum.

F. W. UMBREIT,
Treasurer and Financial Agent.

CARRIE JOHNSON,
Assistant to the Treasurer.

COMMITTEES OF THE FACULTY.

Entrance and Classification.

PROF. G. P. NAUMAN.

PROF. L. M. UMBACH.

PROF. THOS. FINKBEINER.

Library.

PROF. S. L. UMBACH.

PROF. F. W. HEIDNER.

PRES. H. J. KIEKHOEFER.

Lectures and Entertainments.

PROF. G. J. KIRN.

PROF. THOMAS FINKBEINER.

PROF. S. L. UMBACH.

Rooms.

MR. O. M. ALBIG.

PROF. M. W. COULTRAP.

Athletics and Physical Culture.

PROF. A. C. GEGENHEIMER.

PROF. M. W. COULTRAP.

Northwestern College.

HISTORICAL STATEMENT.

Northwestern College had its origin in the conviction that the interests of Christian education demand the establishment and maintenance of institutions of higher learning by the Christian church. The honor of having taken the initiative toward its establishment belongs to the Illinois Conference of the Evangelical Association. At its annual session in the spring of 1861, this Conference adopted a resolution to invite the Wisconsin, the Indiana, and the Iowa Conferences to unite with them in the founding of a college, which should be duly equipped for the prosecution of collegiate work. These Conferences responded cordially and joined in the movement. A commission, consisting of twelve members and representing the Illinois and the Wisconsin Conferences, held a meeting at Plainfield, Illinois, April 30, 1861, for the purpose of effecting the organization of a Board of Trustees, and to secure the incorporation of the projected institution. By resolution it was decided that the Board of Trustees should consist of twenty-three members, as follows: seven from the Illinois Conference, seven from the Wisconsin Conference, five from the Indiana Conference and four from the Iowa Conference. This plan was subsequently changed to one of equal representation, so far as the conferences are concerned.

Although this was at a time when the outbreak of the Civil War seemed to paralyze the spirit of the enterprise, as well as the financial resources of the country, circumstances favored the undertaking. The village of Plainfield offered to donate a college site, including a fine and spacious building then in the course of erection. The offer was accepted and the new institution named Plainfield College. The organization having been effected, it was decided to open

the institution immediately; and the Preparatory school began its work in the fall of the same year with three teachers and an encouraging number of students. The teachers of the first year were John Rodes, A. M.; John Miller, A. B.; and Miss C. M. Harlacher. Rev. Augustine A. Smith, A. M., Principal of Greensburg Seminary, Greensburg, Ohio, who entered upon the duties of his office in the fall of 1862, became the first president of the institution.

As the patronage of the school soon extended over several states, the name "Plainfield College" was deemed to be too local; hence at the annual meeting of the Board of Trustees in 1864, the name of the institution was changed to Northwestern College. Unfortunately the village of Plainfield was located at some distance from a railway line at that time, which it was soon discovered would be a serious drawback to the growth and progress of the institution. Steps were therefore taken to secure a more advantageous location for the school. In 1870 the college was removed from Plainfield to Naperville, Illinois, its present favorable location. This place having donated grounds of about eight acres, and \$25,000 in money, a fine and substantial college building, consisting of a main part, 71x46 feet, five stories high, and a wing, 58x46 feet, three stories high, was erected and opened for school purposes in the fall of 1870. This change proved of such advantage to the school as to mark an epoch in its history.

New departments of instruction were added from time to time as the progress of the institution seemed to require them. In 1871 the department of Fine Arts was opened, and the Commercial department the following year. Music received considerable attention from the very beginning of the school, which gradually resulted in the formation of a regular department of Vocal and Instrumental music. More recently this has been entirely reorganized, and now forms a strong and well equipped School of Music. In 1876 Union Biblical Institute was opened, which, although having its distinct organization, is so closely connected with the College

as to be easily regarded as its theological department.

In 1890 a new four story building, 71x41 feet, was added as a south wing; and the main building throughout renovated and improved. Steam heating and electric lighting were introduced and the entire equipment thoroughly modernized. The Laboratories were enlarged and suitably furnished with the necessary apparatus and reagents. The Museum was given more room and the collections were greatly increased. A splendid Herbarium was created, which has grown into very creditable proportions. The Library was transferred to enlarged quarters, and made more serviceable in all departments of instruction.

In 1901 a handsome Gymnasium building 100x60 feet, two stories high—a gift of the late Professor J. L. Nichols, A. M.—was erected and added to the general outfit of the college. Professor Nichols was an honored alumnus of this institution, and for a number of years the efficient principal of its Commercial department. The building forms a fitting memorial to the thoughtful generosity and abiding interest of this noble and illustrious son of his Alma Mater.

During the past few years two additional commodious buildings were completed—a Library and Science Hall. The Library building, 75x62 feet, three stories high, is the gift of that well known and honored philanthropist, Mr. Andrew Carnegie, of New York City; and the Science Hall, 96x75 feet, four stories high, comes from another illustrious alumnus of this institution, Dr. Albert Goldspohn of Chicago. Northwestern College is justly proud of her alumni, who are not only rising to distinction in their respective professions but who in their success do not forget their Alma Mater.

In order to provide for the proper heating of the entire group of buildings, a central power house was erected and supplied with the very best new boilers and heating appliances. In material and general plan of construction this building is in harmony with the other buildings on the campus, recently erected. The entire equipment of the

institution is such as to compare favorably with that of the best schools of similar character in the land.

To meet more fully the growing needs of the institution, measures were inaugurated within the last few years to increase the endowment fund. These efforts have received such cordial endorsement on the part of friends and patrons that up to date \$200,000 has been added to the endowment, thus placing the institution on an excellent financial basis. The growth in financial resources and material equipment is highly gratifying and points to a promising future.

Northwestern College stands for Christian education in the best and broadest sense. In an age produced by civilization no apology is needed for emphasis upon "Christian" in higher education. The aim is to produce sound scholarship, and genuine nobility of character. The purpose of education is life rather than livelihood, hence implies the symmetrical development of the mental, moral and physical powers of the student. While laboring to inspire a vigorous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its important work.

CHARTER.

The following charter was adopted in 1876:

WHEREAS, The Board of Trustees incorporated under a special law of the state of Illinois, approved and in force February 15, 1865, and entitled "An act to incorporate Northwestern College," have given their unanimous consent that said corporation may become incorporated under the provisions of an act of the General Assembly of said State entitled "An act concerning corporations not for pecuniary profit," as contemplated by the act of said General Assembly entitled "An act to revise the law in relation to universities, colleges, academies and other institutions of learning," approved March 24, 1873, and in force July 1, 1874.

Therefore, we, the undersigned, citizens of the United States, and members of said Board of Trustees, desiring to associate ourselves in order that said corporation may become incorporated under the provisions of the general law of Illinois as aforesaid, and for the purpose of forming a corporation not for pecuniary profit, pursuant to the acts of the General Assembly of the State of Illinois hereinbefore referred to, do hereby certify

and state that the name and title by which said corporation shall be known in law is "TRUSTEES OF NORTHWESTERN COLLEGE."

That the particular business and objects for which it is formed are to own, control and manage the property and affairs of the corporation, including the institution of learning now located at Naperville in said state and named and styled "Northwestern College of the Evangelical Association of North America," with its various departments, as the same now or hereafter may be established by the Board of Trustees.

That the number of Trustees shall be fifteen, seven of whom shall constitute a quorum for the transaction of all business of the corporation, at any meeting of the Board; that the President of the College shall be ex-officio one of said trustees, and that the remaining fourteen shall be elected as provided for by the by-laws.

At the annual meeting of the Board of trustees, in February 1894, the following resolutions, relative to an amendment to the charter, were passed:

Whereas, the interests of Northwestern College located at Naperville, Ill., require that a change be made in its articles of corporation, in order to increase its number of Trustees.

1. *Therefore be it Resolved*, That that provision in the articles of incorporation or charter of this corporation, (to-wit, Trustees of Northwestern College,) which provides that the number of trustees shall be fifteen, shall be changed so as to read "that the number of trustees shall be twenty-two, twelve of whom shall constitute a quorum for the transaction of all business of the corporation at any meeting of the Board."

2. *Further Resolved*, That the charter of articles of incorporation shall be changed and modified so as to provide therein that one of the Bishops of the Evangelical Association (to be selected by the Board of Bishops,) shall be, *ex-officio*, a member of the Board of Trustees of said corporation. His term of office shall be the same as that of the Conference Trustees.

These resolutions having been duly ratified by the Conferences connected with the College, the required certificate was filed with the proper officer in February 1895, as provided by the laws of the State of Illinois.

BY-LAWS

OF THE

Trustees of Northwestern College,

1. The College Corporation consists at present of twenty-two trustees, fourteen of whom represent the following Conferences of the Evangelical Association:—The Illinois, Wisconsin, Indiana, Ohio, Erie, Michigan, Iowa, Canada, New York, Des Moines, Kansas, Nebraska, Minnesota and Dakota, six are elected by the Board itself, and two are members ex-officio, as provided by the Charter.

2. Other Conferences may, upon complying with such requirements as shall be determined by the Board of Trustees, be admitted to representation in the corporation by the consent of the whole number of trustees present at any annual meeting.

3. Conferences connected with the corporation shall be entitled to one trustee each, who shall be elected at the annual sessions of those Conferences. Any trustee guilty of official misconduct, or neglect of duty, may be removed from his office by a two thirds vote of the entire Board.

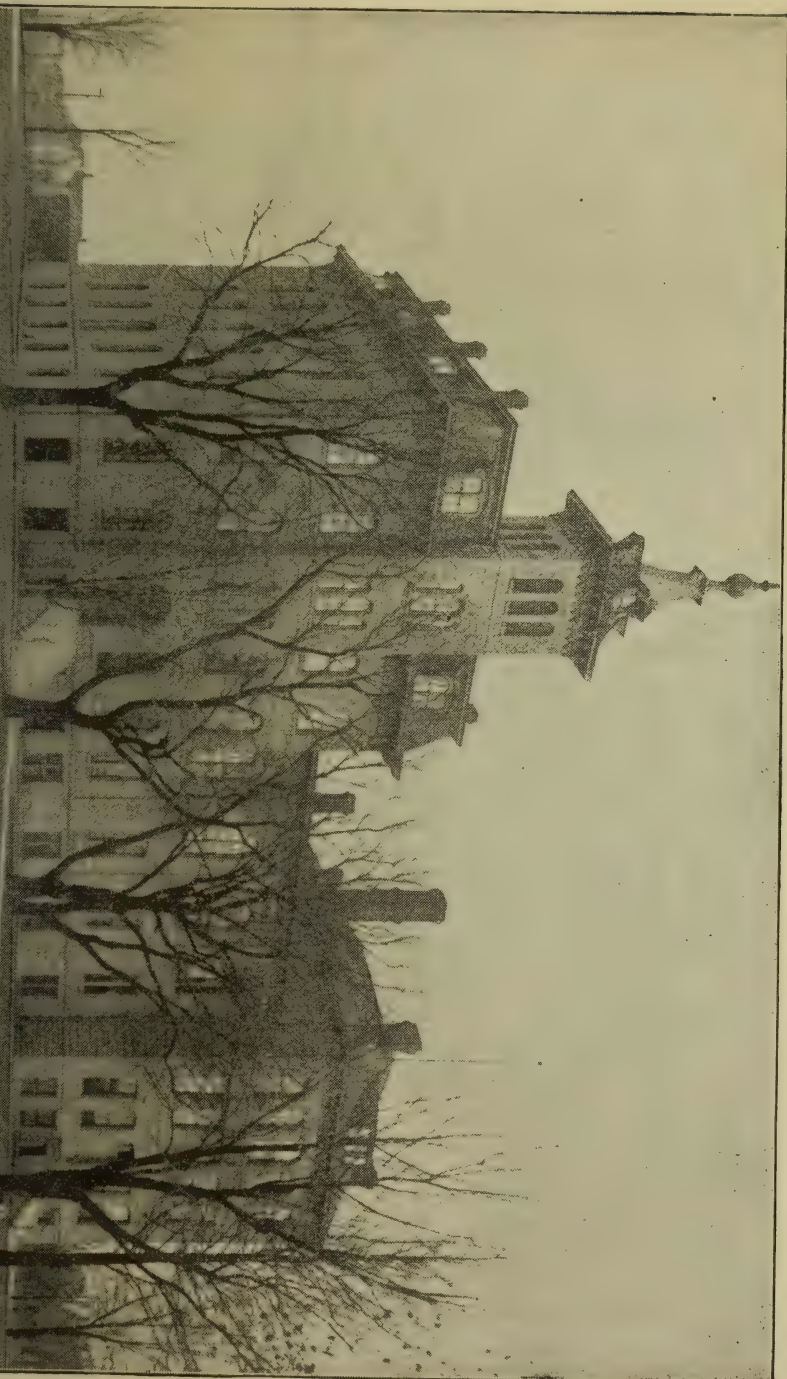
4. The term of office of the trustees shall be three years, and until their successors are elected and attend a meeting of the Board of Trustees. Any Conference failing for three consecutive years to elect a trustee, or resolving to discontinue or refuse its patronage and support, shall be deemed to have forfeited and surrendered its right to representation in the Board.

5. Vacancies in the office of the trustees elected by the different Conferences shall be filled by the Conferences concerned at their annual meetings; all other vacancies shall be filled by the Board at any of its meetings. Trustees thus elected shall hold their office for the unexpired term.

6. There shall be an annual meeting of the Board of Trustees, held at such time and place as the Board itself may determine at any of its meetings. Special meetings may be called at any time by the Executive Committee, or any three trustees, by giving notice in writing to each member of the Board at least ten days before such meeting. Special meetings may take the place of the regular annual meetings whenever so decided by a two thirds vote of all the Trustees present.

7. The officers of the Board shall be a President, a Vice-President and a Secretary, who shall hold their offices for one year, and until their

NORTH-WESTERN COLLEGE
NAPEVILLE, ILL.



successors are elected. In case of a vacancy in these offices, or in the absence of any one of said officers, the Board may elect officers pro tempore.

8. The President of the Board shall preside at all meetings of the Trustees, and in his absence the Vice President shall occupy the chair. The Secretary shall properly record the proceedings of the meetings of the Board of Trustees, and attend to all such other duties as usually belong to that office.

9. A Treasurer shall also be elected by the Board of Trustees, who shall hold his office for one year, and until his successor is elected and qualified. It shall be the duty of the Treasurer to keep suitable books of account in which he shall in an appropriate manner enter statements of all moneys received and paid out, and on what account. He shall also keep books showing the names of all persons having subscribed or contributed money or property to the Institution, including a full register of all scholarships and their dates of issue and expiration. He shall pay out no money except for the proper and necessary expenses of the Institution, and shall comply strictly with all orders of the Board. For all moneys received he shall give receipts, and for those paid out he shall take receipts. Annually, or whenever required he shall furnish a report of his transactions, and exhibit his books and accounts for their inspection to the Board of Trustees, or the Executive Committee. The Treasurer shall submit all applications for loans and all investment propositions to the Finance Committee for its approval.

Before entering upon the duties of his office, the Treasurer shall furnish a properly executed bond in such amount and such security as may be determined by the Board of Trustees, or the Executive Committee, conditioned that he will faithfully discharge his duties as Treasurer; that he will properly care for and protect the property of the Institution that shall come into his hands as such officer, and that he will in all things act in harmony with the By-Laws, or the general direction of the Board.

10. A Finance Committee, consisting of three members, shall be appointed annually by the Board of Trustees, whose duty it shall be to examine all applications for loans, submitted by the Treasurer and with him to determine the loans and investments of the productive funds of the Institution. An annual report shall be submitted to the Board of Trustees, and during the interval of the meetings of the Board to the Executive Committee when requested.

11. An Auditing Committee, consisting of three persons, shall also be appointed annually by the Board, whose duty it shall be to examine the Treasurer's books and accounts and report to the Executive Committee whenever there is anything of special importance, or when requested by that committee to do so. They shall also examine the Treasurer's annual report and books previous to such meeting of the Board of Trustees, and present their findings to that body.

12. An Executive Committee, consisting of not less than five or more

than seven members, four of whom shall constitute a quorum, shall be appointed annually by the Board, who shall transact such business as may be committed to them by the Board of Trustees, and such other business as the interests of the Institution may require during the intervals of the meetings of the Board. The Committee shall control its own organization and keep a careful record of all its proceedings, which shall be submitted to the Board of Trustees for approval at the annual meetings.

13. The President, Professors and Instructors appointed by the Board of Trustees, shall constitute the faculty of Northwestern College; and they are by their appointment vested with authority to prescribe and regulate the course of study in the college; to make all needful rules and regulations for the government of the students, and to take all necessary action for the enforcement of discipline in the Institution, including the reprimand, suspension and expulsion of students for improper conduct, violation of rules and idle or vicious habits.

In order to discharge these duties in the best manner, the faculty shall maintain a regular organization of which the President of the College is the presiding officer; other needed officers shall be chosen by the faculty, and the frequency and time of the meetings shall be determined by a majority vote of the entire faculty.

14. The President of the College is the administrative head of the Institution and all its departments of instruction. He shall exercise a general superintendence over all the interests of the college, and direct the official correspondence. It is his duty to preside at all meetings of the faculty and on public academic occasions. He shall study the wants and needs of the entire institution, and submit annually a report concerning its condition and needs to the Board of Trustees. The heads of the several departments or schools, shall report to the President, which information he shall utilize or embody in his annual report.

As the efficiency of the Institution depends chiefly upon the character of its faculty, the Board will hold the President reasonably responsible for the faithfulness and success of each instructor. The President is expected to suggest candidates for vacancies, or to fill new positions in the faculty, and to state their qualifications to the Board of Trustees or the Executive Committee.

The President, being a member ex-officio of the Board of Trustees, shall receive all requests, or complaints, addressed to the Board, on the part of the instructors individually and collectively, and shall report the same to the Board at its next meeting. It shall, however, be the privilege of any instructor to appear before the Board in person to present a request or complaint, or to make any pertinent communication, provided the faculty has been previously informed of the same matter.

15. No instructor shall engage in any outside professional or commercial pursuit without the approval of the Board or the Executive Committee. And no teacher shall absent himself from his place of duty longer than one college day at any time without having first secured the Presi-

dent's consent. But this rule shall not apply to absences due to sickness nor death of relatives.

16. Northwestern College shall be open in all its departments to all persons of good moral character, irrespective of denominational affiliation or profession of faith. Both sexes are admitted to equal privileges. But all students are required to obey the rules of the college and comply with the regulations adopted by the Faculty for the government of the Institution.

17. The Board of Trustees may give and grant such literary honors and degrees as are usually granted by like institutions, and may, upon the recommendation of the Faculty, give suitable diplomas and certificates of scholarships under the common seal of the corporation.

18. These By-Laws may be repealed or amended, or new By-Laws may be adopted at any meeting of the Board of Trustees by a two-thirds vote of those present.

Northwestern College.

LOCATION.

Northwestern College is located at Naperville, Illinois, on the Chicago, Burlington & Quincy Railroad, 28 miles from Chicago. Naperville is a pleasant, orderly little city of about 4000 inhabitants, and is regarded as one of the most attractive places for suburban residence in the vicinity of Chicago. Its citizens are intelligent and congenial; and the social atmosphere of the community is singularly free from the distractions and injurious influences that often surround college life. Its central location in the very heart of the country and its proximity to the great metropolis of the West, make it easily accesible from all points. Ten Chicago, Burlington & Quincy passenger trains, which leave the Union Depot, corner of Adams and Canal streets, Chicago, daily except Sunday, stop at Naperville. Twelve trains, from the West, Northwest and Southwest, besides suburban trains, stop daily at Naperville. The location is all that could be desired. It is near enough to Chicago to secure many of the advantages without incurring the moral dangers of a great city. There is no more desirable, beautiful and healthful college site in the land.

BUILDINGS.

The College is located on a spacious and beautiful campus in the center of the residence portion of the city of Naperville. The surroundings are attractive and the campus is ornamented with a fine variety of trees, making the location cheerful and inviting.

The Main Building.—The main building is an elegant and commodious stone edifice well planned and suitably furnished with the best modern appliances for educational purposes. It consists of three parts, a main building 71x46 feet, five stories high; a wing 58x46 feet, three stories high, both erected in 1870; and a new addition 71x41 feet, four stories

high, erected in 1890. As thus completed, it is one of the finest college buildings in the West. It is heated throughout by steam and lighted by electricity.

Gymnasium.—A commodious and well-equipped gymnasium was erected in 1901. The building is located in the northern part of the campus, in line with the main building and Science Hall, facing east and west. Its dimensions are 100x60 feet, two stories high; and it is supplied with such appliances and conveniences as combine the most approved features of the modern gymnasium. It is designed to provide all students of the college with opportunities for such general exercises as will promote health and physical well-being. The gymnasium is open every week day of the school year.

The Library.—A handsome new library building was erected during the past year, the gift of Mr. Andrew Carnegie. It is located on the southwest corner of the campus, and built in classic style of architecture. On the main floor are the delivery room, and the general reading and reference rooms together with smaller office rooms for administrative purposes. In the basement, which is practically above ground, are rooms for receiving and distributing books, and shelves for pamphlets, magazines and periodicals.

On the second floor are the Faculty room, and additional stack and reference rooms. The building is supplied throughout with steam heat and electric lights, and is thoroughly modern in all its appointments. It has a stack room for thirty-five thousand volumes, besides pamphlets and periodicals. The library is an inviting place for collateral reading, and students are encouraged to make an intelligent and faithful use of its privileges.

The library contains now more than 10,000 volumes, and additions are being made from year to year. It is intended to supplement the work of all departments of instruction; and every effort is made to increase its utility. The books are conveniently arranged and carefully catalogued, both by

authors and by subjects, according to the "Dewey Decimal System of Classification". Hence any book may be easily found even by persons not especially familiar with bibliography.

The Reading Room is supplied with an excellent selection of standard magazines and periodicals. The aim is to meet the needs of the various departments of the institution, and to keep them in touch with current thought and the ablest discussions of the day. These periodicals being chosen with a view to supplement the literature of the Y. M. C. A. Reading Room, students have access to an exceptionally wide range of periodical literature.

A number of valuable donations were received from friends of the institution during the past year, for which thanks are extended. Further contributions in books and moneys are earnestly solicited.

Science Hall.—For its beautiful and commodious building specifically devoted to the interests of physical science, the College is indebted to the munificence of Dr. A. Goldspohn, an alumnus of the institution. The edifice is four stories high, including a high basement and a roof-story. It is located between the main building and the gymnasium, somewhere near the geographical center of the campus. The entire building is so planned as to combine the largest convenience with the greatest utility.

The departments of Physics and Chemistry occupy the first floor, which comprises two large lecture rooms, two general laboratories, two teachers' private laboratories, apparatus rooms, an optical room, a balance room, and offices for instructors.

On the second floor the departments of Biology and Geology find their accommodations. The entire floor is fully supplied with all necessary laboratory fixtures and appliances, in order to make the study in these departments as thorough and satisfactory as possible. A department library offers the desired opportunities for collateral reading along these lines of study.

In the basement are located two additional lecture rooms, a storage room, a dark room, a work shop, and the various accommodations belonging to a modern science building. The spacious upper floor is to receive the Museum and Herbarium collections. The entire outfit is of the best and most approved fixtures and appliances obtainable.

LABORATORIES.

The laboratory facilities provided by the new Science Hall are most excellent, comprising as they do four large well-lighted, well-ventilated laboratories, and four smaller laboratories for special and research work. These laboratories are assigned to the departments of Chemistry, Physics, Biology and Geology. Additional laboratories for the departments of Mineralogy and Meteorology will be equipped as soon as our rapidly growing and expanding work in science may require.

No pains in planning or expense in construction has been spared in making the laboratories most thoroughly modern and efficient in every particular. They are supplied with water, gas and electricity, and furnished with individual lockers for the accommodation of about one hundred students in each department. The fixtures, such as tables, cupboards, drawers, hoods, and reagent shelves are the best that could be obtained, and their orderly and convenient arrangement makes it a pleasure to work in the laboratories.

The equipment is in keeping with the excellent accommodations which the building affords. Large additions to the apparatus, some of which is imported, were purchased during the past year; and more is being added for the coming school year. The laboratories now contain some very fine and sensitive pieces of apparatus.

MUSEUM.

The Museum occupies for the time being the upper floor of the main college building, and contains large and valuable collections for illustrating the various departments of natural

history. The collection comprises a large number of our native birds, larger mammals, nearly one thousand specimens having been added by the purchase of the Romberger collection; a number of the smaller reptiles and batrachia in alcohol, and a very fine collection of marine invertebrates donated by the Smithsonian Institution. The collection of minerals has been greatly increased and now represents many American localities. The archeological collection in flints and implements is becoming quite extensive and valuable. The fossils are chiefly from rocks of the Palaeozoic era. The fossil plants from the Carboniferous age are especially fine. Students have access to the Museum at all times.

HERBARIUM.

Excellent quarters have been fitted up on the Museum floor for the accommodation of the Herbarium. The collection has grown rapidly during recent years, and contains now nearly thirty thousand sheets of plants. It contains not only all the varieties found in the vicinity of the Institution, but also from many other American, European and Asiatic localities. The collection of European and South American specimens has especially been greatly increased. The Herbarium is in a very interesting and serviceable condition and furnishes the means of increasing usefulness to the students in that department of study. Besides the permanent collection, the department has also a large number of specimens for exchange purposes.

LECTURE COURSES.

The College sustains regular, first-class Lecture Courses from year to year. Besides these a number of lectures are provided by the Scientific and Christian Associations, and frequent lectures by members of the Faculty are introduced throughout the year. Among the more prominent lecturers engaged by the College during the past year were: Governor Hoch of Kansas; Alton Packard of New York; Professor Southwick of the Emerson School of Oratory, Boston, Mass.;

Dr. S. Parker Gadman, of Brooklyn, N. Y. For the coming year the following noted speakers have already been secured: Dr. Frank W. Gunsaulus, of Chicago; Professor Elmer Otto, of Chicago; Professor E. A. Steiner, of Iowa College, Grinnell, Iowa; Dr. Frank Dixon, of New York City; Dr. J. H. Breasted, of the University of Chicago.

These Lecture Courses afford opportunities to hear some of the ablest speakers in the land, and constitute an important auxiliary to the work of the class-room.

ROOMS AND BOARDING.

The College has no dormitories, but ample and pleasant rooming accommodations can always be found in private families. Usually two, but sometimes three or four students go together and share the rent for a room or set of rooms. The rent for furnished rooms ranges from \$8 to \$12 per term, for each student. Unfurnished rooms are correspondingly cheaper.

The College provides a boarding department where students can get good board at very reasonable rates. In addition to the accommodations furnished by this department, a number of private families are conducting boarding places. Good board in private families, including furnished rooms, ranging in price from \$4 to \$5 per week, light and fuel extra. Some students prefer to take table board in private families, which may be had at prices ranging from \$2.25 to \$2.75 per week. Others board in clubs at a cost of about \$2.00 per week. Students boarding in clubs, or taking their meals in private families, rent rooms separately. Some students reduce their expenses still further by renting rooms and boarding themselves.

Students are not allowed to board or rent rooms at any place without the approval of the Faculty; nor to change place of boarding, or leave their rooms during the term without their consent. Families who let rooms, or board students, are expected to be interested in the maintenance of the College rules.

WASHING AND FUEL.

The price of washing is about 75 cents per dozen. The cost of fuel ranges from \$5 to \$8 per year.

BOOKS.

All text and reference books, as well as a complete assortment of stationery, are kept in the College building and are sold to students below Chicago retail prices.

COLLEGE EXPENSES.

Tuition, per Semester, College Department...	\$18 00
Incidentals, per Semester, College Department.....	12 00
Tuition, per Semester, Preparatory School.....	15 00
Incidentals, per Semester, Preparatory School.....	12 00
Tuition, per Term, Common Branches.....	10 00
Incidentals, per Term, Common Branches.....	8 00
Diplomas.....	5 00
Certificates, Preparatory School.....	2 00

LABORATORY FEES.

Qualitative Analysis per Semester.....	\$ 7 00
Quantitative Analysis per Semester.....	7 00
General Chemistry per Semester.....	5 00
Elementary Chemistry per Semester.....	4 00
General Physics per Semester.....	3 00
Elementary Physics per Semester.....	3 00
Botany per Semester.....	2 50
Biology per Semester.....	2 50

A Breakage Deposit of \$2.50 per Semester will be required of all students in Chemistry. This Deposit is returned at the end of the course in case there is no breakage.

The charge for one study is one-half the tuition and incidental fees; for more than one study full rates are charged.

Scholarships entitle the holders to instruction in all the literary departments of the College. Orders on scholarships will be honored only if they contain the name of the bearer and the proper signature of the scholarship holder and are presented on entering College.

All College bills must be paid in advance for the semester or term. No deduction will be made for absence for less than one-half a semester, and then only in cases of protracted sickness. The Treasurer's receipt for tuition and incidentals is necessary to secure admission to classes.

Students bills will be two dollars (\$2.00) higher if they enter after Thursday of the opening week, and three dollars (\$3.00) after the following Monday.

No money will be refunded on Tuition or Incidentals to any student of any department, who, on account of improper conduct or violation of the Rules of the College, may be suspended, dismissed or expelled.

TERM BILLS.

The following is a fair estimate of the necessary expenses for a term of eighteen weeks,. The first semester being twenty weeks in length, the total expense for that term will be somewhat higher.

Tuition and Incidentals	\$27 00 to \$	30 00
Board.....	38 00 to	50 00
Room Rent.....	12 00 to	18 00
Fuel and Light.....	5 00 to	8 00
Books and Stationery.....	6 00 to	12 00
Washing	3 00 to	8 00
	<hr/>	<hr/>
	\$91 00	\$126 00

Personal expenditures depend, of course, very largely upon the habits and home training of the student. It should, however, be remembered that there are other occasions for small expenditures, e. g., lectures, entertainments, society dues, etc., which will justify an additional allowance. Students can deposit their money with the College Treasurer at the opening of the term and draw it from time to time in such amounts as may be needed.

INFORMATION.

New students should plan to arrive a day or two in advance of the opening of the term, in order to secure

rooms and effect their preparatory arrangements. Upon arriving in this city, they should repair to the Treasurer's office in the College building, where they may obtain necessary information in regard to available rooms and places of boarding, and such other counsel and direction as may be helpful to them. It is generally better to defer making definite arrangements for room and board until the students can personally inspect and then select according to his own taste, or the requirements of his circumstances.

By calling upon the President advice may be obtained in reference to the mode and conditions of entering the College and other matters of personal interest pertaining to College life.

CORRESPONDENCE.

All letters on business should be addressed to the Treasurer. Those asking for information concerning the school, to the President.

ORGANIZATIONS AND COURSES OF STUDY.

Northwestern College now comprises the following departments:

- I. COLLEGIATE.
- II. PREPARATORY.
- III. ACADEMIC.
- IV. GERMAN.
- V. COMMERCIAL.
- VI. MUSIC.
- VII. ART.
- VIII. PHYSICAL CULTURE.

The Collegiate Department offers four parallel courses of study, viz.:

1. THE CLASSICAL COURSE.
2. PHILOSOPHICAL COURSE.
3. THE SCIENTIFIC COURSE.
4. THE MODERN LANGUAGE COURSE.

The Classical Course.—This course makes prominent the study of the Greek and Latin languages. Four years of preparatory work in Latin and one in Greek are required for admission to the Freshman class. The study of both languages is continued in the Freshman year, and the Greek through the Sophomore and Junoir years, while elective courses provide opportunities for advanced study along linguistic and philological lines. The remaining studies of the course include higher mathematics, physical, biological and political science, rhetoric, English literature, history, sociology and philosophy. The completion of this course entitles to the degree of Bachelor of Arts.

The Philosophical Course.—The study of the ancient languages required in this course extends through five years, including the preparatory work. The choice of language, or the division of time between Greek and Latin is left to the student. While requiring less work in the ancient languages than the Classical, this course devotes more time to the modern languages, particularly German. The remaining studies and requirements are the same as those of the Classical course, and it is believed that these courses are equal in educational value. The course contemplates a judicious combination of the desirable features of the ancient classics with the advantages of the modern languages. Students finishing this course receive the degree of Bachelor of Philosophy.

The Scientific Course.—In this course less time is devoted to language study than in either of the above courses, but it requires more work in the departments of Science and Mathematics. Two additional years in the elements of the sciences are required for admission, and advanced courses are offered in the Junior and Senior years of the regular college course. The aim has been to make this course distinctively scientific by giving prominence to systematic and progressive study of physical and biological science. The degree of Bachelor of Science is conferred upon students satisfactorily completing this course.

The Modern Language Course.—This course emphasizes the study of modern languages, German and French, and is designed to meet the wants of such students as desire to take a college course without spending much time in the study of the ancient languages. The required work in the departments of Mathematics, Physical, Biological and Political Science, Rhetoric, English Literature, History, Sociology and Philosophy is the same as that of the Classical and Philosophical courses. The successful completion of this course entitles to the degree of Bachelor of Literature.

REQUIRED AND ELECTIVE STUDIES.

In all of the courses the studies of the Freshmen and Sophomore years are prescribed, except that students of the Philosophical and Scientific Courses have the option between Greek and Latin. During the Junior and Senior years certain studies are prescribed for all candidates for degrees, while others are made elective. These electives embrace a wide range of subjects and enable the student to select his work with special reference to his chosen vocation in life. Substitutions of elective for prescribed studies are allowed whenever the interests of the student seem to justify the arrangement. The choice of elective studies is in all cases subject to the approval of the Faculty.

SPECIAL STUDENTS.

Persons desiring to receive instruction in any particular department of the College, without becoming candidates for degrees, may be admitted as *Special Students*, provided they prove themselves, upon examination, qualified to pursue with advantage the studies of those departments. In no case will a student be allowed to select studies, which, in the judgment of the Faculty, he cannot profitably pursue. The provisions of special courses is intended to meet the wants of such students as cannot, on account of adverse circumstances, pursue one of the regular courses, but who are desirous of obtaining the broadest culture possible from a partial course.

GRADUATE COURSES.

The college offers opportunities for graduate study in several of its departments of instruction to its own graduates and those of other institutions of equal rank. These courses are altogether elective; hence a graduate student may pursue work in any line for which, in the judgment of the Faculty he is prepared. Many of the courses offered to undergraduates, or recommended for collateral study, but which the student has not yet taken, will be appropriate for graduate study.

Graduates of this institution may be enrolled as resident or non-resident students; but a year's study in residence will be required of all applicants who have received their Bachelor's degree from some other institution.

Graduate students, resident or non-resident, desiring to enter upon a course of advanced work should register for such work before it is undertaken. Students pursuing these courses may prepare for the Master's degree, or receive a certificate for the work done.

The required work for the Master's degree may be completed in one year's resident study; in case of non-residents it will require at least two years. Candidates for the Master's degree will be expected to pass an examination, and to submit a thesis, embodying the results of their study, for approval to the Faculty.

ENTRANCE CONDITIONS.

Candidates for admission should be at least fifteen years of age and must furnish evidence of good moral character.

Entrance examinations are held at the close of the college year, and on the day preceding the opening of the academic year. Applicants may be examined and admitted at other times, but are earnestly advised to enter at the beginning of the school year.

Examinations will extend over the studies required in the Preparatory Department of this institution, or their

equivalents. Candidates for advanced standing are examined in the branches previously pursued by the class which they propose to enter.

Graduates from High Schools and Academies, whose courses and work have been approved by the faculty, are admitted without examination in all preparatory subjects fully covered by their diplomas.

Applicants from other Colleges must present certificates of honorable dismissal, and may, upon presentation of satisfactory proof of preparation for the class which they wish to enter, be admitted without examination. Such proofs should consist in certificates, stating explicitly both the quantity and quality of the work there completed.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to the Freshman Class of the several courses are examined in the subjects described below. When text-books are named it is for the purpose of indicating more definitely the quantity and quality of the work required. Real equivalents so far as authors are concerned are always accepted.

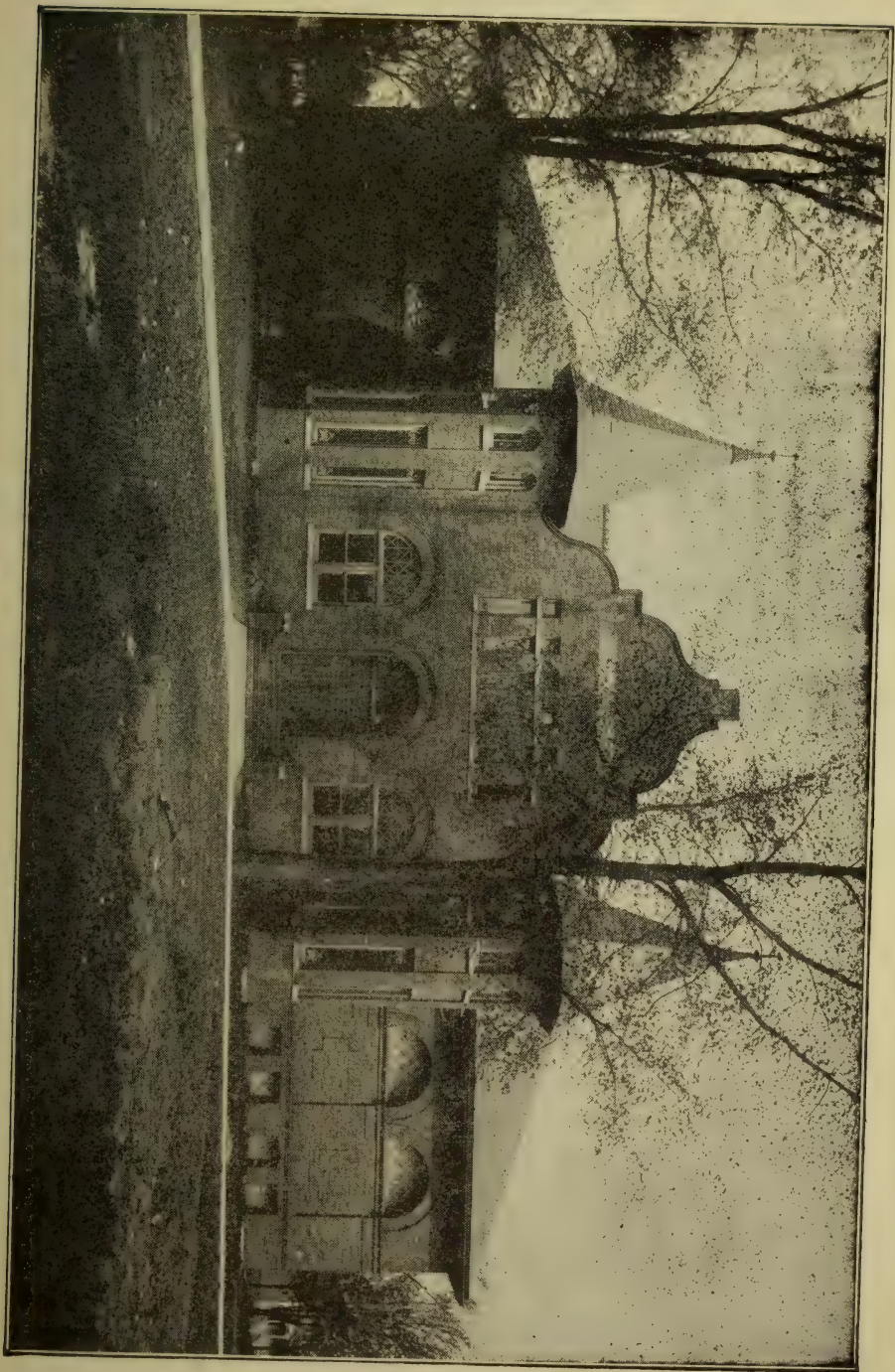
The requirements of admission are stated in terms of units, a unit meaning a year's work, with daily recitations, in one branch of study. In allied subjects, such as the elementary sciences, which are generally given less than a year's time, units may be obtained by adding the time values of such studies. Fifteen units are required of admission.

The following units are prescribed for all courses:

English.....	3 units
Mathematics.....	2½ units
History including Civics....	2½ units
Science.....	2 units

In addition to these prescribed requirements, students wishing to enter upon the Classical course must offer four units of Latin, one unit of Greek and one of German.

Those desiring to enter upon the Philosophical course



NICHOLS GYMNASIUM.

must offer four units of Latin, or two units of Latin and two of Greek, and two units of German.

Those wishing to take up the Scientific course must offer two additional units of science, two units of German and two units of either French or Latin.

Those expecting to pursue the Modern Language course must offer three units of Latin, or two units of Latin and one additional unit of science, two units of German and one unit of French.

DESCRIPTION OF SUBJECTS REQUIRED FOR ADMISSION.

1. **English.**—Of the three units in English required of all candidates, one should be made up of composition and rhetoric, and the other two of English and American literature.

(a) **COMPOSITION AND RHETORIC.**—All applicants will be examined in English Composition. This will include a test in correct spelling, capitalization, punctuation, paragraphing and legible handwriting. The student will be required to write an essay on some familiar subject, suggested by the teacher, in which he is expected to give proof of his knowledge of the principles and constructions of language, and his ability to express himself in clear, accurate English.

(b) **ENGLISH LITERATURE.**—Each applicant is expected to have read carefully certain assigned literary masterpieces, and to have a clear and fresh knowledge of their important contents. The books assigned for the next three years are the following: The Sir Roger de Coverly Papers; Goldsmith's Vicar of Wakefield; Carlyle's Essay on Burns; Scott's Ivanhoe; Lowell's The Vision of Sir Launfal; Tennyson's The Princess; Shakespeare's The Merchant of Venice and Julius Cæsar; Coleridge's The Ancient Mariner; George Eliot's Silas Marner.

In addition to this list a certain number of books are prescribed for thorough and specific study. In the case of

these, the student will be examined on the subject matter, literary form and the system of thought. The books prescribed for this part of the examination are:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Lycidas*, *Il Penseroso* and *Comus*; Burke's *Speech on Conciliation with America*; Macauley's *Essays on Milton and Addison*.

In addition to the above the candidate is expected to present a careful study of the history of English and American Literature.

2. **Mathematics.**—Algebra one and one-half units and Geometry one unit.

(a) **ALGEBRA.**—This should include the following subjects: Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations, theory of exponents, and the analysis and solution of problems involved in the treatment of these elements.

(b) **ALGEBRA.**—This course should embrace a careful review of the previous work in this subject, and a thorough study of radicals, simultaneous quadratic equations, ratio and proportion, binomial theorem and logarithms.

(c) **GEOMETRY.**—Plane and Solid. In plane geometry special emphasis is placed upon the ability to use propositions in the solutions of original numerical exercises and supplementary theorems.

In solid geometry special attention should be given to the geometry of the sphere. Applications to the solution of original problems are emphasized.

3. **History.**—No definite course is prescribed in this subject, but the required units may be made up of the following: The History of Greece and Rome, or ancient and Medieval History; the History of England and the History of the United States.

These requirements imply in each case the use of a good standard text-book, and training in the use of works of reference, and some knowledge of historical geography.

4. **Civics.**—The study of this subject should represent such an amount of work as is generally furnished by any good high school text-book. It should include a careful study of the Constitution of the United States, its history and interpretation, and the relations existing between state and federal institutions.

5. **Latin.**—**FIRST YEAR'S WORK.**—Such an acquaintance with the rudiments of the language, inflections and elements of grammar, as are generally found in an introductory Latin book, together with the ability to read easy stories and fables.

SECOND YEAR'S WORK.—Four books of Cæsar, or its equivalent, together with composition work based on the text read.

THIRD YEAR'S WORK.—Six orations of Cicero. Ability to write Latin based on the text. The historical references and the fundamental principles of Latin syntax.

FOURTH YEAR'S WORK.—Six books of Virgil, with implied history and mythology. The study of prosody and the scansion of hexameter verse.

6. **Greek.**—**FIRST YEAR'S WORK.**—The elements of the language as given in any good beginning book, and one book of Xenophon's *Anabasis*, or its equivalent. Familiarity with grammatical forms and principles.

SECOND YEAR'S WORK.—Two additional books of the *Anabasis*, and three of Homer's *Iliad*, or their equivalents, together with an amount of Greek prose composition equal to one exercise per week for one year.

7. **German.**—**FIRST YEAR'S WORK.**—Elementary grammar together with an amount of reading of easy prose, or narrative, of not less than 150 pages.

SECOND YEAR'S WORK.—This should include the study of the syntax of cases, use of the subjunctive and infinitive modes, modal auxiliaries and practical constructions. An additional amount of reading of standard selections equal to about 250 pages. Prose composition.

8. **French.**—**FIRST YEAR'S WORK.**—Effort should be concentrated upon such an elementary course as will give the student a reading knowledge of the language. This should include careful training in correct and easy pronunciation, and some familiarity with the essentials of grammar.

SECOND YEAR'S WORK.—A review of grammar and the introduction of composition. The reading for the year should embrace selections from representative authors, such as furnish a general outline of the character of French literature.

Science.—(a) **PHYSICAL GEOGRAPHY.**—Students presenting Physical Geography should have completed a course equal to that given in Gilbert and Brigham's, or Tarr's, text-book. The class-room exercises should be supplemented by laboratory and field work.

(b) **PHYSIOLOGY.**—This subject should embrace instruction in anatomy, histology and physiology of the human body, and the essentials of hygiene. Martin's *The Human Body*, Briefer Course, indicates the scope and character of the work required. The text-book should be amplified by the use of charts and models.

(c) **PHYSICS.**—The course in Physics should represent an amount of work equal to that given by such a text-book as Carhart and Chutes. Laboratory practice should accompany the use of the text-book. The student's Laboratory note-book will be considered as a part of the requirements.

(d) **CHEMISTRY.**—The instruction must include both text-book and laboratory work. A careful record of laboratory experiments should be kept, and must be presented in evidence of actual work accomplished. Such elementary text-books as Williams', or Remsen's *Introduction to the Study of Chemistry* indicate the scope of the work required.

(e) **ZOOLOGY.**—The work presented in Zoology should extend at least through one semester and consist of a careful study of the structure, habits and life histories of representative animals. Especial attention should be given to

the development of accurate observation and ability to draw correctly in laboratory note-books.

(f) BOTANY.—This course should cover the elements of plant structure and physiology, and the life histories of types from the main groups of plants. The knowledge should be derived to a large extent from a study of the objects and should include the ability to classify and name the more common species. Note-book and herbarium collections should be presented.

(g) ASTRONOMY.—To obtain credit in this subject the student must have done an amount of work equal to that contained in some good text-book on descriptive astronomy. It should imply some degree of familiarity with the starry heavens, the various celestial motions, and the positions of the more conspicuous heavenly bodies.

COURSES OF STUDY.

Outline of Course for A. B. Degree.

FRESHMAN YEAR.

	First Semester.	Second Semester.
Latin	4	4
Greek	5	5
Mathematics	4	4
Rhetoric.....	4	4
Bible.....	1	1

SOPHOMORE YEAR.

Greek	4	4
History	3	3
Zoology and Botany.....	4	4
Physics	4	4
English	2	2
Bible.....	1	1

JUNIOR YEAR.

Greek	4	4
Psychology and Logic	4	4
Chemistry	3	3
Political Economy.....	4	—
Geology	—	4
English Literature	2	2
Bible.....	1	1

ELECTIVE.

Latin.	German.	Mathematics.
Greek.	French.	Biology.

SENIOR YEAR.

Philosophy	4	4
Science and Philosophy of Religion.....	3	3
Sociology.....	2	2
Constitutional and International Law or Education	3	3
Astronomy.....	4	—
Ethics.....	—	4
Bible.....	1	1

ELECTIVE.

Physiological Psychology.	History of Education. Pedagogy.
History of Civilization.	Philosophy of History. Hebrew.
Comparative Philology.	History of Religion. Aesthetics.
Numerals denote the number of recitations per week.	

COURSES OF STUDY.

Outline of Course for Ph. B. Degree.

FRESHMAN YEAR.

	First Semester.	Second Semester.
Greek.....	5	5
German.....	5	5
Mathematics.....	4	4
Rhetoric.....	4	4
Bible.....	1	1

SOPHOMORE YEAR.

German.....	4	4
French or Political Science.....	4	4
Zoology and Botany.....	4	4
History.....	3	3
English.....	2	2
Bible.....	1	1

JUNIOR YEAR.

Psychology and Logic.....	4	4
Physics.....	4	4
Chemistry.....	3	3
Political Economy.....	4	—
Geology.....	—	4
English Literature.....	2	2
Bible.....	1	1

ELECTIVE.

Latin.	German.	Mathematics.
Greek.	French.	Biology.

SENIOR YEAR.

Philosophy.....	4	4
Science and Philosophy of Religion.....	3	3
Sociology.....	2	2
Astronomy.....	4	—
Constitutional and International Law or Education.....	3	3
Ethics.....	—	4
Bible.....	1	1

ELECTIVE.

Physiological Psychology.	History of Education.	Hebrew.
History of Civilization.	History of Religion.	French.
Comparative Philology.	Practical Physics.	Aesthetics.

COURSES OF STUDY.

Outline of Course for B. S. Degree.

FRESHMAN YEAR.

	First. Semester.	Second. Semester.
French or German.....	5	5
Zoology.....	4	4
Mathematics.....	4	4
Rhetoric.....	4	4
Bible.....	1	1

SOPHOMORE YEAR.

French.....	4	4
Botany.....	4	4
Mathematics.....	3	3
Chemistry.....	4	4
English.....	2	2
Bible.....	1	1

JUNIOR YEAR.

Psychology and Logic.....	4	4
Chemistry.....	3	3
Political Economy.....	4	—
Geology.....	—	4
Physics.....	4	4
English Literature.....	2	2
Bible.....	1	1

ELECTIVE.

French.	German.	History.
Meteorology.	Mineralogy.	Criticism.

SENIOR YEAR.

Philosophy.....	4	4
Biology.....	3	3
Sociology.....	2	2
Constitutional and International Law or Education	3	3
Astronomy.....	4	—
Ethics.....	—	4
Bible.....	1	1

ELECTIVE.

Physiological Psychology.	History of Education.	Astronomy
History of Civilization.	English Philosophy.	Geology.
Practical Physics.	Chemical Philosophy.	Aesthetics.

COURSES OF STUDY.

Outline of Course for B. L. Degree.

FRESHMAN YEAR.

	First Semester.	Second Semester.
German.....	5	5
French.....	4	4
Mathematics.....	4	4
Rhetoric.....	4	4
Bible.....	1	1

SOPHOMORE YEAR.

German.....	4	4
French or Political Science.....	4	4
History.....	3	3
Zoology and Botany.....	4	4
English.....	2	2
Bible.....	1	1

JUNIOR YEAR.

Psychology and Logic.....	4	4
Physics.....	4	4
Chemistry.....	3	3
Political Economy.....	4	—
Geology.....	—	4
English Literature.....	2	2
Bible.....	1	1

ELECTIVE.

Mathematics.	Biology.	History.
Meteorology.	Mineralogy.	Criticism.

SENIOR YEAR.

Philosophy.....	4	4
Science and Philosophy of Religion.....	3	2
Sociology.....	2	2
Constitutional and International Law or Education	3	3
Astronomy.....	4	—
Ethics.....	—	4
Bible.....	1	1

ELECTIVE.

Physiological Psychology.	History of Education.	Pedagogy.
History of Civilization.	Philosophy of History.	Philology.
Practical Physics.	History of Religion.	Aesthetics.

PREPARATORY SCHOOL.

The main purpose of this school is to prepare students for college. The work has recently been more definitely organized and placed under the special supervision of a principal. The aim is to provide the most favorable conditions for the pursuit of preparatory study. Persons expecting to enter college will generally save time by attending a good preparatory school, as its courses are arranged with special reference to college work. And young men and women of maturer years can frequently by earnest and faithful application complete the requirements for admission in less time than is necessary for younger pupils. The close connection with the college affords peculiar advantages, and renders the transition to the college less abrupt than is the case in coming from a separate preparatory school.

The preparatory courses offered extend through four years each, and cover the usual requirements for admission prescribed by the best American colleges. The successful completion of any one of these courses admits to the corresponding course in college without examination.

Applicants for admission to this department should be at least thirteen years of age, and must have such proficiency in the elementary English branches as to enable them to pursue successfully the work outlined in these courses.

For the purpose of accommodating such persons as cannot enter the regular preparatory courses, or may be able to attend only a part of the year, classes will be formed in the common branches each term, as follows:

Fall.	Winter.	Spring.
English Grammar.	English Grammar.	English Grammar.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	Geography.
American History.	American History.	American History.
Reading and Spelling.	Reading and Spelling.	Reading and Spelling.

PREPARATORY COURSES.

1. Classical.

FIRST YEAR.

	First Semester.	Second Semester.
Latin Beginning.....	5	5
Mathematics-Algebra.....	5	5
American History and Civics.....	5	5
First Year English.....	4	4
Bible.....	1	1

SECOND YEAR.

Latin-Cæsar.....	5	5
Mathematics-Algebra.....	3	3
Ancient History.....	3	3
Physical Geography and Physiology.....	4	4
Rhetoric	4	4
Bible.....	1	1

THIRD YEAR.

Latin-Cicero	4	4
German or French.....	5	5
Mathematics-Geometry.....	5	5
American Literature.....	4	4
Bible.....	1	1

FOURTH YEAR.

Latin-Virgil	4	4
Greek Beginning.....	5	5
Physics.....	4	4
Mediaeval and English History.....	3	3
English Literature.....	3	3
Bible.....	1	1

PREPARATORY COURSES.

Philosophical.

FIRST YEAR.

	First Semester.	Second Semester.
Latin Beginning.....	5	5
Mathematics-Algebra.....	5	5
American History and Civics.....	5	5
First Year English.....	4	4
Bible.....	1	1

SECOND YEAR.

Latin-Cæsar.....	5	5
Mathematics-Algebra.....	3	3
Ancient History.....	3	3
Physical Geography and Physiology.....	4	4
Rhetoric	4	4
Bible.....	1	1

THIRD YEAR.

Latin-Cicero.....	4	4
German	5	5
Mathematics-Geometry	5	5
American Literature.....	4	4
Bible.....	1	1

FOURTH YEAR.

Latin-Virgil.....	4	4
German	5	5
Physics	4	4
Mediæval and English History.....	3	3
English Literature	3	3
Bible.....	1	1

PREPARATORY COURSES.

Scientific.

FIRST YEAR.

	First Semester.	Second Semester
Latin or German.....	5	5
Mathematics-Algebra.....	5	5
American History and Civics.....	5	5
First Year English.....	4	4
Bible.....	1	1

SECOND YEAR.

Latin-Cæsar or German.....	5	5
Mathematics-Algebra.....	3	3
Physical Geography and Physiology.....	4	4
Ancient History.....	3	3
Rhetoric.....	4	4
Bible.....	1	1

THIRD YEAR.

*German, French or Latin.....	5	5
Mathematics-Geometry.....	5	5
Physics.....	4	4
American Literature.....	4	4
Bible.....	1	1

FOURTH YEAR.

German or French.....	5	5
Chemistry.....	4	4
Mediaeval and English History.....	3	3
Zoology and Botany.....	4	4
English Literature.....	3	3
Bible.....	1	1

*Those who have taken German in the first two years will be expected to take either French or Latin in the last two years.

PREPARATORY COURSES.

Modern Languages.

FIRST YEAR.

	First Semester.	Second Semester.
Latin Beginning.....	5	5
Mathematics-Algebra.....	5	5
American History and Civics.....	5	5
First Year English.....	4	4
Bible.....	1	1

SECOND YEAR.

Latin-Cæsar	5	5
Mathematics-Algebra	3	3
Physical Geography and Physiology.....	4	4
Ancient History.....	3	3
Rhetoric	4	4
Bible.....	1	1

THIRD YEAR.

German	5	5
Mathematics-Geometry ..	5	5
Physics	4	4
American Literature.....	4	4
Bible.....	1	1

FOURTH YEAR.

German	5	5
French	4	4
Mediæval and English History.....	3	3
Zoology and Botany.....	4	4
English Literature.....	3	3
Bible.....	1	1

GERMAN COURSE.

FIRST YEAR.

	First Semester.	Second Semester.
German Grammar.....	5	5
American History and Civics.....	5	5
Mathematics-Algebra.....	5	5
First Year English.....	4	4
Bible.....	1	1

SECOND YEAR.

German Grammar and Authors.....	5	5
Mathematics-Algebra.....	3	3
General History.....	4	4
Physical Geography and Physiology.....	4	4
Bible.....	1	1

THIRD YEAR.

German Rhetoric.....	4	4
Elementary Physics.....	4	4
Geometry or Greek.....	5	5
American Literature.....	4	4
Bible.....	1	1

FOURTH YEAR.

German Literature.....	4	4
Philology and History of Germany.....	4	4
Psychology and Logic, or Zoology and Botany.....	4	4
Chemistry.....	4	4
Bible.....	1	1

DEPARTMENTS OF INSTRUCTION.

PSYCHOLOGY AND LOGIC.

General Psychology.—The work of this course is elementary, yet comprehensive, aiming to cover the entire field of psychology. Its purpose is to give the student, beginning this subject, a clear conception of the powers and functions of the soul and to lay a substantial foundation for the further pursuit of psychology and the various branches of philosophy. The relation of psychology to physiology is constantly kept in view, and the facts of sense-perception receive careful attention. The instruction is based upon the use of text-books, but is largely supplemented by informal lectures and classroom discussions.

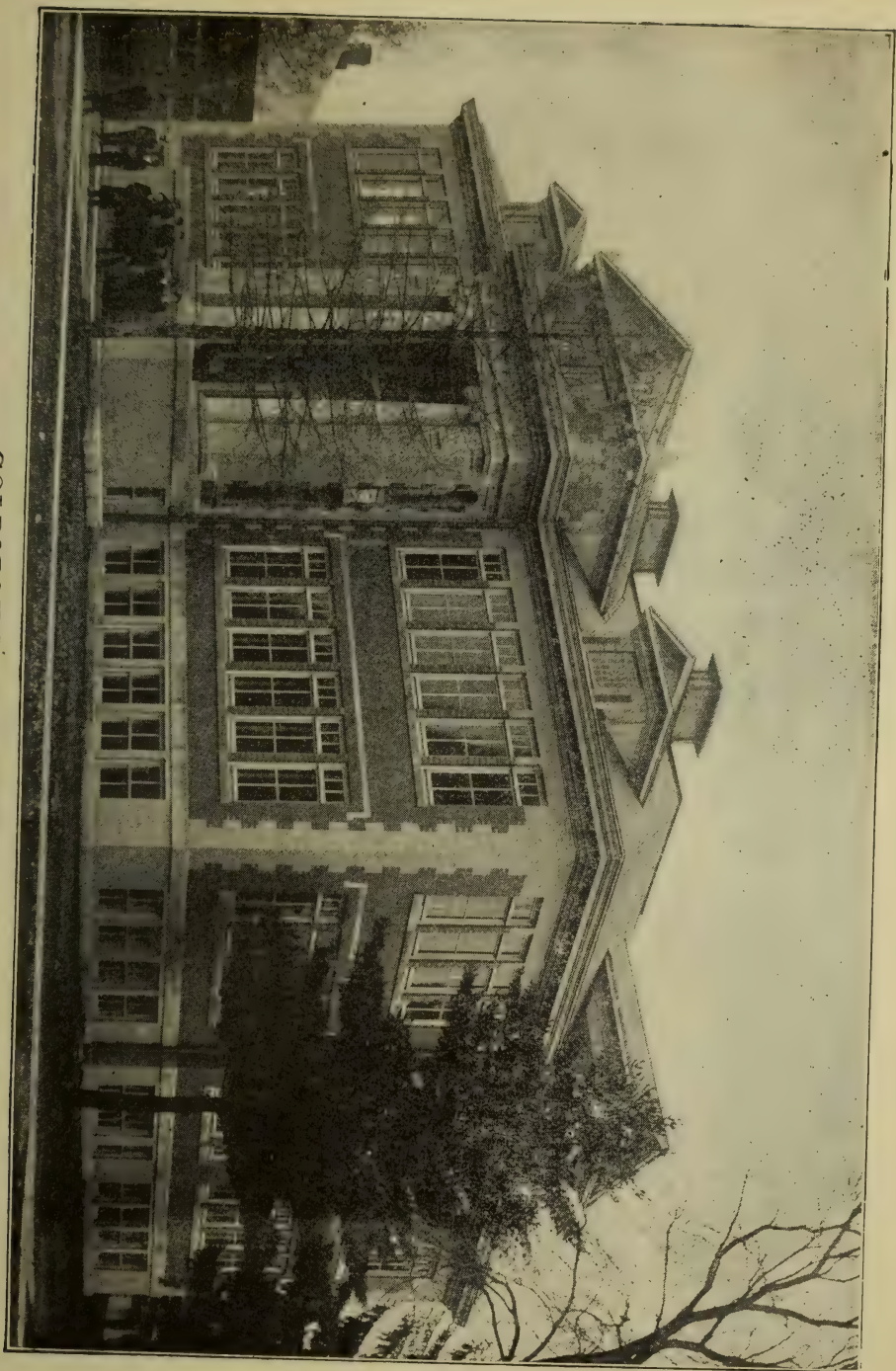
McCosh's Psychology, Baldwin's Elements of Psychology, Ladd's Outlines of Descriptive Psychology, Sully's Outlines of Psychology and Angell's Psychology are used as text-books.

Advanced Psychology.—This course undertakes a thorough and scientific study of the functions and phenomena of consciousness, as known through introspection and experimental investigation. It includes a careful study of the structure and functions of the nervous system, and aims to give the student a systematic acquaintance with the powers of the mind, their limitation and order of development. The psychological basis of ethics and theism is carefully pointed out and the bearing of this subject on the problems of education is duly noted. Lectures on special phases of mental life supplement the use of text-books.

Baldwin's Handbook of Psychology; Ladd's Psychology, Descriptive and Explanatory; Stout's Analytical Psychology and Sully's The Human Mind are the text-books.

Physiological Psychology.—This course is designed to investigate as thoroughly as possible the relation of mind and body and to determine the physiological basis of mental

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phenomena. It includes a scientific study of the structure and physiology of the sense organs and the central nervous system, and inquires into the physiological processes that accompany and condition reflex and automatic cerebral action, the quantity and quality of sensations and emotions, attention, apperception and volition. Elective in the Senior year.

Ladd's *Elements of Physiological Psychology* and Wundt's *Grundzuege der Physiologischen Psychologie* are the text-books.

Abnormal Psychology.—This subject is principally taught by lectures, and aims to present an outline study of abnormal states of consciousness. It offers an exposition of the physical and mental conditions of such phenomena as dreams, somnambulism, hypnotism, illusion, hallucinations, spiritualism and kindred forms of mental pathology. The course is designed to supplement the work in general and advanced psychology, and to suggest to the student a method for the investigation and interpretations of these mysterious phenomena.

Introductory Logic.—This is an elementary course in the fundamental forms of reasoning, and serves as an introduction to the more advanced theory of logic and scientific method. The study is made as practical as possible by the use of illustrations and numerous examples of logical praxis.

Hyslop's *Logic and Argument*, Creighton's *Introductory Logic* and Jevon's *Lessons in Logic* are used as text-books.

General Logic.—The aim of this course is to give the student a thorough knowledge of the principles of deductive and inductive reasoning. In Deductive Logic attention is chiefly directed to the study of the forms of thought, the analysis of the syllogism, the detection of fallacies, and the estimation of evidence. In Inductive Logic the problem, grounds and principles of the various forms of induction are discussed, and care is taken to familiarize the student with the methods of scientific investigation and discovery.

Hibben's *Deductive and Inductive Logic*, Hyslop's *Ele-*

ments of Logic, Aikin's Principles of Logic, Davis' Elements of Deductive and Inductive Logic are used as text-books.

ETHICS AND PHILOSOPHY.

Introduction to Philosophy.—This course furnishes a general outline of the scope, divisions and aims of Philosophy. It is designated to introduce the student to the methods and problems of Philosophical study, and to guide him in forming habits of close analysis and original synthesis in dealing with the problems of human thought. First semester of the Senior year.

Fullerton's Introduction to Philosophy, Stuckenberg's Introduction to the Study of Philosophy and Kuelpe's Introduction to Philosophy are used as text-books on this subject.

History of Philosophy.—The study of this subject begins with a brief survey of the development of philosophical thought in Greece. Special emphasis is laid upon Plato and Aristotle as illustrating the most important and interesting phases of ancient philosophy. In modern philosophy attention is principally paid to the systems of Kant, Fichte and Hegel. The course aims to acquaint the student with the progress of human thought, but also exhibits the relations of philosophical doctrines to practical life both personal and social. First semester of the Senior year.

The text-books used are: Werbe's History of Philosophy, Fairbank's First Philosophers of Greece, Zeller's Handbook of Greek Philosophy, Royce's Spirit of Modern Philosophy, Windelband's History of Philosophy and Calkin's Persistent Problems of Philosophy.

Epistemology.—This course aims to inquire into the nature and conditions of formal truth in connection with the study of advanced logic. It investigates the equipment of the mind for logical operations, and their validity for the knowledge of reality. Thought is regarded as an organic activity which unfolds from within. The history of thought is traced, and the views of the more important thinkers are

critically examined for the purpose of developing a constructive doctrine of thought and knowledge. Second semester of the Senior year.

The text-books are: Bowne's Theory of Thought and Knowledge, Ormund's Foundation of Knowledge and Ladd's Philosophy of Knowledge.

Metaphysics.—In addition to the study of Philosophy as connected with the other branches of this department, one term is devoted to Metaphysics. This course embraces Ontology, Cosmology and Psychology. The aim is to deepen the interest in the profounder themes of philosophy, and to vindicate a theistic and Christian Philosophy from the misconception to which it is constantly exposed. The more important philosophical questions now at issue among speculators receive due consideration, and the results of recent critical discussions, together with comments, are interspersed with daily recitations. Second semester of the Senior year.

Bowne's Metaphysics, Ladd's Philosophy of Mind, Lotze's System of Philosophy and Ladd's Theory of Reality are the text-books.

Introductory Ethics.—This course aims to inquire into the beginnings of moral life and the factors involved in its development. It seeks to unfold a theory of ethics from the psychological point of view, and to explain the meaning of moral obligation, moral law, conscience, virtue and character. Ethical problems are studied chiefly with reference to their bearing on conduct. The purpose is to ground the student in a sound system of ethical thought and practice.

Robinson's Principles and Practice of Morality, Thilly's Introduction to Ethics and Davis' Elements of Ethics are used as text-books.

Ethics.—This subject is treated as intimately connected with the study of psychology and philosophy, since its foundations lie in the human soul. The various types of the ethical theory in ancient and modern philosophy are critically examined and the metaphysical implications carefully considered. While keeping to the philosophical basis, the

aim is throughout to make the instruction practical by showing the application of ethical problems to the diversified relations of the concrete duties of life. Second semester of the Senior year.

The text-books on this subject are: Seth's Ethical Principles, Bowne's Theory of Ethics, Paulsen's System of Ethics and Dewey and Tufts' Ethics.

Philosophical Seminary.—This work is arranged for students of Philosophy, and is intended to develop the critical spirit and to promote original research. The class meets once a week and is conducted on the seminary plan. A brief exposition of some previously assigned topic precedes the general discussions in which every member is expected to participate. The philosophy of Kant is generally studied use being made of Watson's Selections, which gives in the form of extracts from the Critique of Pure Reason, the Metaphysics of Morality, the Critique of Practical Reason, and the Critique of Judgment, all the passages necessary to the understanding of his philosophy.

FOR GRADUATE STUDENTS.

To meet the requirements of candidates for the Master's degree, who may wish to specialize in psychology and philosophy, advanced courses are now offered in these subjects of study. These courses presuppose a good knowledge of general psychology, logic and ethics, as well as a thorough acquaintance with the history of ancient and modern philosophy. Candidates, whose college work in these subjects is not equivalent to the undergraduate courses offered by Northwestern College, will be advised to take certain lower courses first or at least in connection with their graduate work.

The subjects in which instruction is offered are physiological psychology, the psychology of childhood and the adolescent period, and the philosophy of the human mind.

Logic and the leading theories of thought and knowledge; epistemological problems in general.

History of philosophy, ancient and modern; philosophical development from Descartes to the present day; contemporary metaphysics; philosophy of nature and man's place in the cosmos.

A broader study of ethical foundations, and the metaphysical implications of moral philosophy; a critical study of the types and theories in ethical thought, and a psychological determination of the human personality.

Text and reference books are recommended, although classroom work is conducted by lectures and free discussions. The aim is to stimulate independent thought and encourage original methods of investigation. The college library is reasonably well supplied with the leading philosophical works in English and German, and critical reading is required as a part of these courses.

EDUCATION.

The purpose of this department is to acquaint the student with the history of educational efforts and progress; to establish him in the psychological and philosophical foundations of education, and to prepare him for the work of rational instruction. The course extends through an entire year, and presupposes a thorough acquaintance with history and general psychology.

History of Education.—The work begins with a historical survey of educational theories and practice from the time of the ancient Greeks to the present. The early Christian Schools, the significance of Scholasticism, the Renaissance and the Reformation are carefully studied. Attention is, however, chiefly directed to the most important problems, suggested by the labors of educational leaders and reformers; and their contributions to the science of education.

Seeley's History of Education, Kemp's History of Pedagogy, Monroe's History of Education, and Boone's Education in the United States are used as text-books.

Philosophy of Education.—The aim of this course is to inquire into the facts of education and their implications.

Education in its broadest sense is regarded as a world-process which is intimately related to the history of civilization. But it has also a temporal aspect, under which the mind unfolds and reveals its inner nature. The problems of genetic psychology receive careful attention; and the fact that education is a process of self-realization through self-activity is constantly emphasized.

The text-books used are: Horne's *Philosophy of Education*, Rosenkranz's *Philosophy of Education*, Kant's *Educational Theory* and Henderson's *Education and the Larger Life*.

Science and Art of Teaching.—This subject is an application of the principles of education to the art of teaching. Psychological facts are considered as the basis; and the laws of mental development are regarded as illustrating the most favorable conditions of intellectual growth. The actual needs of the teacher are constantly kept in view. The application of general principles to the method of teaching special branches, particularly those of the high school curriculum, serves to make this course entirely practical.

Horne's *Psychological Principles of Education*, Bagley's *Educative Process*, Compayre's *Lectures on Teaching*, Putman's *Manual of Pedagogics* and McMurray's *Method of Recitation* are used as text-books.

School Management.—School supervision and management is the particular branch pursued during the third term. It includes a study and discussion of the essential elements of a good school; the hygienic conditions of the schoolroom, and the various problems that arise in the organization of the work, and the government of the school. It is intended to meet the requirements of teachers for schools of different grades.

Arnold's *School and Class Management*, Bagley's *Classroom Management*, Dutton's *School Management*, Seeley's *New School Management* and Roark's *Economy in Education* are the text-books.

BIBLICAL LITERATURE.

The Bible.—The study of the Bible extends through the entire College Course, classes meeting once a week. The course is systematic and progressive, and aims to acquaint the student with the historical facts of the Old and New Testament Scriptures, and the truth and principles of Christianity as taught by Christ and his apostles. The relation of the Bible to general history is carefully pointed out, and its influence upon the world, as a supernatural revelation is duly recognized. While no attempt is made to teach a dogmatic system of belief, attention is constantly directed to the profound significance of this study for religious culture and the development of the best type of character.

Christian Evidences.—This subject deals with the fundamental facts of Christianity and the various arguments in proof of its claims. This course embraces the study of the nature and aim of Christianity, the miracle, the person of Christ, the authenticity, the genuineness and credibility of the Gospels, the testimony of the apostolic and patristic ages, and the effects of Christianity on human life and character. The method pursued is both historic and philosophical, and aims to bring to the mind of the student the Christian system as in harmony with nature and the dictates of reason, and as having the highest claims upon human acceptance. Second semester of the Senior year.

Fisher's *Grounds of Theistic and Christian Belief*, Robinson's *Christian Evidences* and Harris' *Self-Revelation of God* are used as text-books.

Natural Theology.—This subject treats of the existence and character of God, as these may be known from reason and nature. It assumes that nature bears the impress of the Creator, and that this is discoverable by reason. The results of scientific investigation and discovery are recognized and utilized so far as they bear on the subject. The insufficiency of the teaching of nature in regard to moral and religious truth is pointed out, and the mind directed to an apprecia-

tion of the divine revelation furnished by the word of God.
First semester of the Senior year.

Valentine's Natural Theology, Flint's Theism, Peabody's Christianity and Science, Fisher's Manual of Natural Theology and Kirn's Religion a Rational Demand are the text-books.

Philosophy of Religion.—This course is designed to investigate as thoroughly as possible the rational grounds of religious faith and life. The foundations and the logical value of the theistic argument are critically examined, and the relation of theism to Christianity is carefully pointed out. The principal anti-theistic theories are noted, and emphasis is laid upon the fact that the theistic conception meets and harmonizes the demands of the free intelligent spirit and constitutes the solution of the universal problem.
Second semester of the Senior year.

The text-books used are: Bowne's Theism, Cairds' Philosophy of Religion, Harris' Philosophical Basis of Theism, Fraser's Philosophy of Theism, Schultz's Outline of Christian Apologetics and Flint's Agnosticism.

Growth of Religious Concepts.—This course, extending throughout an entire year, is open to graduate students only. It aims to study the world's great religions for the purpose of discovering the psychological principles involved, the manner in which the different religious concepts have attained their present form, and the direction in which we must look for their future development.

No special text-book is used but throughout the course the student is stimulated to original research. A thesis of not less than four thousand words embodying the results of original investigation along lines indicated by the course will be required for its completion.

POLITICAL AND SOCIAL SCIENCE.

This course is closely related to the study of history, in which considerable attention is paid to the principles of social Philosophy and constitutional and political develop-

ments. The subjects considered are so treated as to form a broad basis for an intelligent investigation of the economic and social problems of to-day.

Civil Government.—This subject is studied during the second semester of the first year in the preparatory department. Its object is to furnish an intelligent acquaintance with our federal institutions, and to prepare the student for advanced work in Political Science. Special attention is paid to the historic factors and early struggles for political liberty that have given form and direction to our government.

Mowry's *Studies in Civil Government*, Thorpe's *The Government of the People of the United States* and Fisk's *Civil Government of the United States* are the text-books.

Elements of Political Science.—This course aims to introduce the student to an intelligent study of the principles of political science. It embraces a discussion of the nature of the state and the basis of its authority; the proper province of government and the relation and functions of its different departments. Special attention is given to the constitutional history of England, since the basis of our American institutions is principally found there. The growth and meaning of political parties in a commonwealth, together with socialistic and communistic theories, are likewise carefully investigated. Elective. Open to Sophomores and Juniors.

Constitutional Law.—This course includes a comparative study of the principal forms of constitutional government. The constitutions of England, France, Germany and the United States are critically examined and the salient points of these governments and administrations are carefully compared. The aim is to give the student such acquaintance with the fundamental facts and principles of modern governments as will lead him to a clearer understanding and fuller appreciation of our federal institutions. First semester of the Senior year.

American Constitutional Law.—This course aims at a detailed study of the constitution of the United States as a

system of federal government. The division and distribution of the political powers between the states and the central government are carefully inquired into; and the sphere and authority of the different branches of the federal system are set forth as clearly as possible. The civil and political rights guaranteed by the constitution receive special attention, and the checks and balances by which the system is preserved are duly pointed out and emphasized. Elective. Open to Juniors and Seniors.

Municipal Administration.—The aim of this course is to investigate the conditions arising from the concentration of population in cities, and the problems connected with municipal government. The diversified interests involved in racial, industrial and political groupings are carefully analyzed, and the questions relating to public improvements, municipal transportation and ownership are given special attention. Elective. Open to Seniors.

International Law.—This subject comprises a historical and critical study of the international relations of sovereign states and a discussion of the principal rights and obligations which nations agree to observe in their intercourse and relations with each other. The purpose of this course is to give the student an intelligent outline of this science and to note any modifications or advances which may be made from time to time in the recognized laws of nations. Second semester of the Senior year.

Davis' International Law and Woolsey's Introduction to International Law are the text-books used in this department.

Economics.—This subject is studied during the first semester of the Junior year and may be pursued as an elective throughout the year. Political economy is not regarded nor treated as an isolated science, but as intimately connected with that of government and bearing directly upon the welfare and independence of states as well as individuals. The study is based upon a text-book, but is supplemented by discussions and occasional lectures on the more important

topics and the practical applications of economic principles.

Fetter's *Principles of Economics*, Ely's *Principles of Economics*, Seager's *Political Economy* and other standard works of reference are used in this department.

Money, Credit and Banking.—This course aims to inquire into the principles underlying the nature and functions of money and the determination of financial standards. A brief history of currency is followed by a critical discussion of the theories of bimetalism and paper money, as also the nature and importance of our modern credit system. Our national banks and present banking system receive full consideration, and are compared with the systems of leading foreign countries. Special attention is given to the present-day questions concerning monetary legislation, an elastic currency and the relation of the banks to the federal governments. Elective. Open to Sophomores and Juniors.

Taxation and Protection Tariff.—This course is devoted to the discussion of our national receipts and expenditures in the administration of government. It includes a comparative study of the budget systems of the leading nations of the world. Special attention is given to present methods of taxation. The development of the tariff system is historically traced, and its effects upon American industries carefully noted. Elective. Open to Juniors and Seniors.

Sociology.—This subject is pursued throughout the Senior year. Its aim is to give a true conception of society, to trace the principles underlying the social conditions of life and to promote thoughtfulness concerning the diversified relations of man to man. It embraces the study of the genesis and structure of society and the forces that have determined its development. The economic phenomena of society are carefully examined and current problems of social reform receive special attention.

Small and Vincent's *Introduction to the Study of Society*, Fairbank's *Introduction to Sociology*, Gidding's *Principles of Sociology* and Mackenzie's *Introduction to Social Philosophy* are used as text-books.

Practical Sociology.—This course includes a discussion of the social conditions and problems of modern life. Special attention is devoted to the methods proposed for the improvement of the condition of the dependent, defective and delinquent classes; and the principles of relief, as also the causes and prevention of crime are made the subject of earnest study. The aim is to acquaint the student with present plans, and to introduce him to an intelligent participation in the solution of the problems of social betterment.

Henderson's *Social Spirit in America*, Wright's *Practical Sociology*, Deal and Ward's *Textbook of Sociology* and Ross's *Foundations of Sociology* are used as class and collateral texts.

GERMAN LANGUAGE AND LITERATURE.

The aim of this department is to meet the wants of both German and English speaking students.

The German course requires reading, spelling and writing—German and English—English grammar, arithmetic and geography as preparatory studies. The course judiciously combines English and German studies throughout, including three year's work in English language and literature. American History and the various scientific and mathematical branches of the course are all taught in English. The other studies are taught in German and aim to furnish the student with a thorough knowledge of the German language and literature—special attention is paid to grammar, composition, rhetoric and literature. A course of lectures supplements the text-book on rhetoric and a very critical study is made of classic masterpieces of literature.

The work in English, together with special instruction in elocution and oratory, lays a good foundation for an English education and prepares the student for public speaking, which is the aim of most of those who pursue this course. Students completing this course may receive a diploma; and such as wish to enter upon a regular college course will be admitted

to the Freshman class without examination.

The German required in the regular College Courses affords students an opportunity to acquire a thorough scientific and practical knowledge of the German language. To secure this result the so-called grammatical and natural methods are judiciously combined. The student is led naturally but systematically to acquire a sufficient working vocabulary, a knowledge of the grammatical construction and idioms of the language, and of the best German literature by translation, sight-reading and lectures. To secure the highest practical results, the German language is made as far as practical, the medium of all instruction, and regular exercises in conversation and composition are required throughout the entire Course.

Students speaking the German language are advised to pursue regular German studies instead of translations, as many years as may be required in their College Courses.

FRENCH LANGUAGE AND LITERATURE.

The course in French extends through three years and aims to give the student such practical knowledge of the language as will enable him to appreciate its literature and prepare him for broader fields of study. During the first year attention is chiefly directed to the mastery of pronunciation, the acquisition of a working vocabulary and a knowledge of the essential principles of grammar. Easy prose selections are read and supplemented by written exercises based upon the text read. Memorizing of short French poems is required. Oral exercises and dictation are added to accustom the ear to the sound of the language.

During the second year grammar is reviewed and work in original composition is introduced. The reading for the year embraces selections from representative authors and aims to furnish a general survey of French literature. Private reading in addition to class-room work is encouraged and tested by oral and written examinations. The relation

between French and cognate languages is pointed out and utilized for training in the principles of philology. Memorizing and dictation exercises are continued. In order to make the work of this department as practical as possible the French language is used in the recitation room as far as practicable.

The work of the third year is devoted chiefly to the study of modern literature and the practical use of the language. Larson's *Histoire de la Litterature Francaise* serves as a guide. French conversation and composition receive constant attention, the aim being to lead the student to an easy and correct use of the language. Collateral reading will be encouraged and the student will be required to prepare an abstract in French of what he has read.

LATIN LANGUAGE AND LITERATURE.

The chief aim in the first year of Latin is to acquire a good working vocabulary and a knowledge of forms and the easier constructions.

In the second and third years, in connection with the reading of Cæsar and Cicero, frequent exercises in composition based on the text are required and special attention is given to comparison of Latin and English idioms.

The fourth year is given to the study of the first six books of Virgil's *Aeneid*, with attention to the structure of the verse and practice in scanning.

The study of Latin extends through five years, including preparatory work. In addition to the authors read in the preparatory course, selections are made from the best writers of the Golden and Silver age—Livy, Horace and Tacitus.

Sight reading is continued; and written translations and historical, critical and explanatory papers are from time to time required.

Elective courses provide an opportunity for such persons as desire to specialize in Latin to continue the study for two additional years.

GREEK LANGUAGE AND LITERATURE.

The studies of this department extend through four years and are required of all candidates for the degree of Bachelor of Arts.

During the first year a thorough mastery of inflection, with the use of accents and the ordinary grammatical constructions is required.

During the second year special attention is given to Greek syntax and idioms.

The following is the scheme of study:

First Year.—Goodwin's Grammar and White's Beginner's Greek Book.

Second Year.—Selections from Anabasis, Hellenica and New Testament, Goodwin's Moods and Tenses and Pearson's Prose Composition.

Third Year.—Selection from Herodotus, Homer's Iliad and Odyssey, Plato's Phædo, or Crito.

Fourth Year.—Sophocles' Antigone, Demosthenes' Oration on the Crown, or selections from other authors.

An additional year of Greek may be elected by anyone who desires to continue its study. History, Geography and Archæology as related to the various subjects and countries, receive proper attention, and throughout the course it is the aim of this department to contribute its share to the development of the highest grade of scholarship.

ENGLISH LITERATURE.

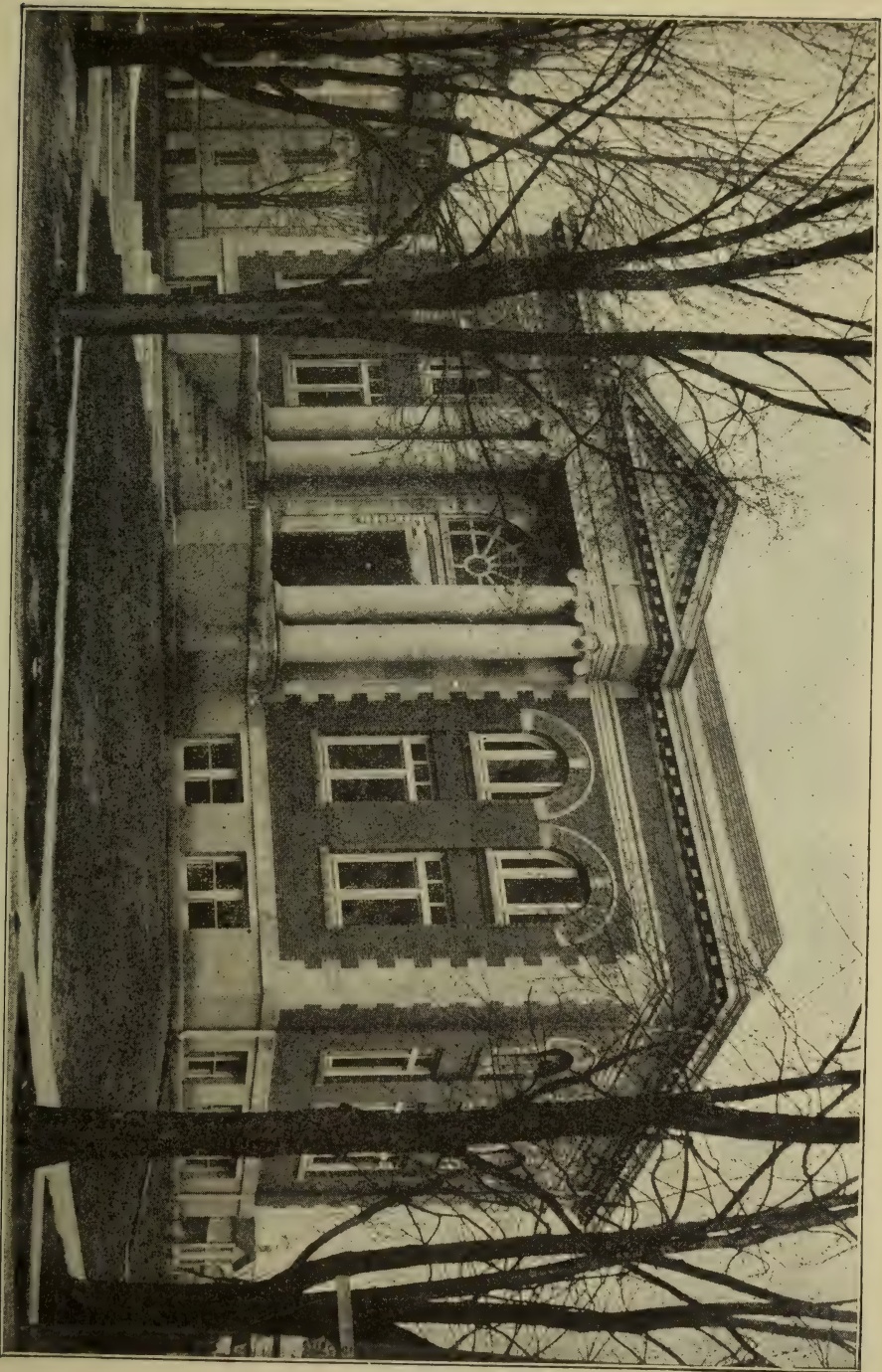
The study of literature constitutes an important part of a liberal education. It introduces the student to the companionship of great and noble minds, and aims to give him a clear conception of the beauty and force of the great masterpieces that give dignity to language. The appreciative contact with the noblest works of the best writers cannot fail to have an inspiring and refining influence upon the thought of the student, and to contribute to the acquisition of a natural and effective use of language in speaking and writing.

American Literature.—This course takes up the history of American Literature, the product of a part of the English people under new geographical and political conditions. It is essential, therefore, that the student be thoroughly acquainted with both English and American political, social and literary history. He must know what the environments of our literature are; and what are the relations between cause and effect, between the Saxon mind in England and the Saxon mind in America.

One year is devoted to this subject and comes in the Preparatory course, third year. In connection with a text-book, many standard productions, both poetry and prose, are critically analyzed in class. Besides this, the student is required to pursue a course of reading and prepare written exercises such as reproductions, critiques and reviews of several standard prose works. These exercises are carefully criticised by the teacher and some are read and discussed before the class.

Newcomer's text-book is used, besides a number of classics and other noted works of reference. Classes meet four times a week.

Elementary English Literature.—This course includes a thorough study of the logical development of English Literature and a brief survey of the general character of its different periods. Special attention is paid to representative authors. A text-book serves as a guide in the study, but this is supplemented by copious selections from English masterpieces. This course is governed by "College Entrance Requirements in English." In the study of these masterpieces the student becomes acquainted with the style of different authors. Besides closely and critically analyzing a number of the standard works, collateral reading is required; and written exercises, biographical and critical, upon these authors, are read and discussed in class. The course extends through one year in the Preparatory department, classes meeting three times a week.



CARNEGIE LIBRARY.

The Making of English Literature by Crawshaw is the text used. English classics and other standard works of reference, such as Pancoast's History, are freely used.

English Essays.—This course extends through the second semester of the Sophomore year. A study of the chief English essayists from Bacon to the present time. Analysis of prose style and structure as related to the historical development of the English Language. Theses upon assigned subjects.

English Poetry.—This course extends through the first semester of the Junior year. A study of the leading English poets of the Victorian Era, from Wordsworth to Browning inclusive. Emphasis is laid upon the relation of poetry to national life and religion. Theses upon assigned topics. The text: Bronson's English of the Nineteenth Century.

English Fiction.—This course extends through the second semester of the Junior year. Study of the relation of the novel to the drama and to science. Analysis of the principles of novelistic style and structure; the plot, characters, setting, etc. Study of the great masterpieces of English fiction and a thesis upon some one of these is required of each student. The text: Perry's A Study of Prose Fiction.

ENGLISH RHETORIC.

First Year English.—After a thorough study of Grammar, this course supplies a long-felt need, in preparing the way for Rhetoric. Its aim is to make clear the relations of words, phrases and clauses in the sentence already formed, and help the student shape his own thought into vigorous, well knit idiomatic English. This subject also shows the historical connections between present usage and earlier construction. Its plan is to correlate English syntax with that of other languages, which the first year student is beginning. In composition the exercises are analytic and constructive, thus leading to a clearer apprehension of the interdependence of syntax and composition, and a fuller survey of the subject as a whole in its essential unity.

Scott and Denney's Elementary English Composition is used as text, classes meeting four times a week.

Elementary Rhetoric.—One year is devoted to the study of Elementary Rhetoric, classes meeting four times a week. The course embraces a careful study of the principles and rules of punctuation with their application; instruction in the choice of words, the elements of style, figures of speech, structure of sentences and forming of paragraphs. The work is made as practical as possible by requiring written exercises in addition to the study of the text-book. The aim of these exercises is to emphasize the points presented in the text, more especially to provide for frequent drills in oral composition. This course is introductory to Freshman Rhetoric.

Scott and Denney's Composition and Literature is used as text-book.

Rhetoric.—This course extends through both semesters of the Freshman year. Exposition of the principles of style. Lectures upon the canons of composition with higher rhetorical and literary criticism. The practice in composition is based upon analysis of the four forms of discourse as illustrated by specimen selections from representative modern writers. Cairn's Forms of Discourse and Carpenters' and Nutter and Kittredge's Specimens of English Prose Compositions are the texts.

History of the English Language.—This course extends through the first semester of the Sophomore year. Analysis of the methods of philological science as applied to the study of English. Study of the historical development of the English language. Discussion of phonology, orthography, dialects and idioms, the competent elements of the English vocabulary and lexicography. Emphasis is laid upon the relation to cognate languages. Emerson's History of the English Language is the text. Earle's Philology of the English Tongue and Trench's Study of Words are used as reference.

Forensics.—This course extends through both semesters of the Sophomore year. Study of the principles of debating. Preparation and delivery of arguments upon live subjects. Discussion of the forms of address as relating to persuasion, conviction, etc. Practice in writing private and public letters, editorials, commemorative, eulogistic, and post-prandial speeches. Alden's Art of Debate and Baker's Forms of Address are the texts.

PUBLIC SPEAKING.

Elementary Public Speaking.—This course extends through both semesters and is open to members of the Preparatory school. Practice in the elements of speaking, breathing, pronunciation, tone quality, pitch, time, emphasis, gesture, etc. Delivery of selections from masterpieces of modern eloquence. Mitchell's College Speaker is the text.

Freshman Public Speaking.—This course extends through both semesters of the Freshman year. Drill in the fundamental principles of public speaking, directness, earnestness, dignity, etc. Study of details, moods in the presentation of thought, etc. Analysis of the different styles of delivery, conversational, elevated, impassioned, etc. The entire course is based upon practice in the delivery of standard selections from modern authors. Clark and Blanchard's Public Speaking is the text.

Advanced Public Speaking.—This course extends through both semesters and is open to those who have completed the Freshman course in oratory. Lectures upon the technical problems of public speaking. Voice training for quality and economy. Delivery of oratorical masterpieces. Clark and Chamberlain's Principles of Vocal Interpretation is the text.

Extemporaneous Speaking.—This course extends through the second semester and is open to members of the three upper college classes. Discussion of the principles of extemporaneous oratory. Practice in extemporaneous speak-

ing and debating. Buckley's Principles of Extemporaneous Oratory is the text.

Private Instruction.—Those students who feel the need of training for the removal of defects of speech and those who desire to fit themselves for work in professional reading and lecturing may obtain special private instruction at the following rates:

Single lessons, one hour.....	\$ 1.50
Twelve lessons, forty-five minutes each.....	12.00

MATHEMATICS.

The study of mathematics aims to develop the power of clear and consecutive reasoning, to form habits of exact and accurate expression, and to prepare for the pursuit of higher technical work and scientific research. It therefore justly holds a prominent place in the College curriculum.

PREPARATORY.

Arithmetic.—In the Academic department provision is made for elementary and higher instruction in Arithmetic. The course extends through three terms. Fractions, Percentage and Higher Arithmetic are taken up successively, one term being devoted to each branch of this fundamental work in mathematics.

Algebra.—One and one-half years are devoted to the study of the Elements of Algebra. Special emphasis is placed upon the elementary forms of analysis which supplement the work in Arithmetic and furnish the medium for the prosecution of advanced subjects in this department.

Geometry.—Plane Geometry is taken up in the first semester of the fourth year in the Preparatory department. Wentworth's Plane and Solid Geometry is used as text-book. Nicety and exactness of statement will be insisted upon, so that the study of this subject may benefit the student's language as well as improve his knowledge of mathematics.

Solid and Spherical Geometry.—This subject taught in the winter and spring completes the work required in

mathematics for admission to the Freshman class. But in addition to the text-books a large number of original exercises and problems are given in order to cultivate skill and power in applying principles and methods already learned, and to develop in the student a thorough mastery of his own work and resources.

COLLEGE.

College Algebra.—This subject is studied in the first semester of the Freshman year, and completes the work in Algebra. Beginning with a review in Quadratics, the course includes a thorough study of the Theory of Equations, Binominal Theroem, Series, Determinants, etc. The theory and use of Logarithms receives special attention.

Plane and Spherical Trigonometry.—Trigonometry is offered in the second semester of the Freshman year. The text used is Bauer and Brooke's. A thorough mastery of the essential principles of the subject is required, and a large number and variety of exercises and examples are given in order to develop skill and judgment in applying principles. In connection with the study of Trigonometry sufficient work will be done in surveying to illustrate its practical method and furnish the student examples for logarithmic computations.

Analytic Geometry.—This course is arranged for the first semester of the Sophomore year and is required in the Scientific course, but elective in the other courses. The work embraces the study of the Point, Straight Lines, Circles, Loci, Parabola and a fuller treatment of Conic Sections. Numerous exercises and problems are added and a thorough work is insisted upon as a means of securing the best mental discipline.

Advanced work in Plane Analytics and Solid Analytic Geometry may be elected in the second semester of the Sophomore year.

Surveying.—This subject is required in the Scientific course. Hodgman's Manual serves as text-book. The chief

aim in this study is to familiarize the student with the ordinary operations and computations of surveying and leveling. Sufficient work is required to enable the student to understand the various instruments and to use them with facility. Calculus may be substituted for Surveying.

Differential and Integral Calculus.—This course may be elected in the Junior year. Integral and Differential Calculus are to a large extent studied together. The aim is to make this a practical and interesting study. Many problems which had seemed obscure to the student thus far are readily solved by the aid of the Calculus. Electives are also offered in Determinants and advanced Calculus.

Analytical Mechanics and Quarternions.—This is an elective course for the Senior year, two hours a week. Bartlett's Analytical Mechanics is the text-book. A brief course in Quarternions is added in the Spring term. Hardy's text is used. This course will be varied somewhat from year to year so as to meet the needs and as far as possible the preference of the different classes.

PHYSICAL SCIENCE.

Elementary Physics.—This course extends through one year and corresponds in grade to the work usually offered in secondary schools. Those who enter it should have a working knowledge of the metric system and the elements of algebra. Recitations, demonstrations before the class, problems, and carefully correlated laboratory work make the course interesting, practical and thorough. Students are required to perform about sixty quantitative experiments which are carefully recorded and submitted to the instructor for criticism. Carhart and Chute's Elementary Physics is the text-book used, and Millikan and Gale's Manual is used as laboratory guide.

Advanced Physics.—The work of this course extends through two semesters and presupposes such knowledge of the subject as Elementary Physics aims to furnish. Con-

siderable time is given to the working of problems and to the discussion of those fundamental laws and principles which underlie the science. The historical development of the subject, as well as the contributions made by prominent investigators of the present day, receive special attention. During the first semester Mechanics and Heat are studied; Sound, Light and Electricity are taken up during the second. Class room work is supplemented by lectures and demonstrations, and by a Laboratory Course in quantitative determinations. The experiments required are selected with a view to develop thought power and to stimulate interest in the subject. In addition to the required work, students are encouraged to read recognized authorities along lines suggested by the instructor.

Ames' General Physics and Ames and Bliss' Course of Experiments serve as text-book and laboratory guide.

Advanced Physical Measurements.—The aim of this course is to establish an intimate and vital connection between the theory of physics and experiments in the laboratory. It is open to all students who have completed a course in General Physics such as is offered in Northwestern College and who have the necessary mathematical preparation. Precision of measurements and careful determination of physical constants are emphasized throughout the course. The time required for this course will vary somewhat with the individual; the average student will be able to complete the work in one year, by spending two hours per day in the laboratory.

Elementary Chemistry.—This course is designed to furnish an introduction to chemical theory, to the use of symbols, formulae and equations; and to a practical knowledge of the elements and their more important compounds. It extends through one year and counts for four hours, two hours being spent in recitation and four in the laboratory each week. It is open to all students in the preparatory department, and is required of all expecting to enter the scientific course. Henderson's Elementary Chemistry and Experiments are used as text-book and laboratory manual.

General Chemistry.—This course is intended for students desiring to complete the Philosophical and Classical Courses and who have not had a course in Elementary Chemistry. It extends through the Junior year, two hours per week being spent in the recitation room and four hours per week being devoted to laboratory work. In the first semester the study is mainly of acid forming elements; in the second semester the metals and some of the more important organic compounds are studied. This is a strong course and meets in an admirable manner the needs of those who desire a general knowledge of the facts and methods of Chemistry. Smith's College Chemistry is used as text-book. Laboratory work is taken from the same author's Manual

Advanced General Chemistry. —This course is intended for Scientific students who have had one full year of chemistry and is in every respect a very strong course. In addition to the work usually studied in General Chemistry, considerable time is devoted to the consideration of the physical-chemical theories and their relation to chemical phenomena. Recitations are held twice a week throughout the year and a minimum of four hours laboratory work is required although more time may be profitably spent on the work outlined for the course. Smith's General Inorganic Chemistry and Laboratory Manual are used in this course.

Qualitative Analysis.—This course is required of students who desire to complete the Scientific Course. It extends through one semester, eight hours per week being spent in the laboratory. The study of the bases is first taken up. The student deals for the first few weeks with known compounds and by lecture, recitation, and laboratory work, is led to familiarize himself with the distinguished characteristics of the various groups, sub-groups and separate elements. He is then directed to deduce a scheme of analysis which will enable him to discover and identify the basic elements. Unknown solutions are next taken up; first those which are comparatively simple, later those which are more complex.

Acid analysis is studied and developed in a similar manner. The latter part of the course is spent in analyzing minerals, alloys and complex mixtures of various kinds. Newth's *Manual of Chemical Analysis* is used in this and the following courses.

Quantitative Analysis.—This course extends through one semester of the Junior year. It consists of laboratory work with lectures on laboratory methods and individual instruction at the students desk. Besides systematic work in gravimetric and volumetric analysis, it includes the quantitative determination of a graded series of compounds. The choice of substances will be governed by the interest or needs of the student, the aim being to secure a thorough knowledge of the subject and to develop the judgment by careful attention to the details in the application of means to ends.

Geology.—Since Geology depends upon so many other sciences for its comprehension, it is appropriately placed in the second semester of the Junior year. The text-book used is Brigham's *Geology*; and LeConte's *Elements* and Dana's *Manual* are recommended for additional reading. Field work is done as much as possible; our locality affording special facilities for observation of drift deposits. Mineralogy is taken up in connection with Geology one hour a week. Talks are given on composition of minerals, crystallography, etc., etc., and about fifty minerals are studied and determined by their external characteristics.

Astronomy.—The aim of this course is to give the student general knowledge of mathematical and descriptive astronomy. The instruction is based on the use of a text-book and observation is encouraged as far as possible. The most recent additions to our knowledge of the heavens are brought to the attention of the students and duly considered in the recitation and lecture room.

One term of General Astronomy is required of all candidates for degrees; in the Philosophical and Scientific courses provision is made for an additional term. Young's *General Astronomy* is used as a text-book.

BIOLOGICAL SCIENCE.

Physiology.—The object of this course is to give the student a general knowledge of the structure and functions of the various organs of the body in their normal conditions. Enough anatomy is given to render the physiological discussions intelligible, and enough of hygiene to guide to an intelligent care of the body. Demonstrations illustrating the subject accompany the study. Walker's Physiology is used as text-book. Advanced work in this subject is provided in the Junior year of the Scientific course, Martin's Human Body being the text-book.

Elementary Botany.—This course aims to furnish an introduction to the scientific study of plant life. Beginning with the simplest forms, representative types are selected for careful analysis, including a study of the structure, nature and growth of plants. Practical work in analysis and classification is required, and adds greatly to the interest and value of the study. Bergen's Elementary Botany is the text-book.

General Botany.—This course runs through one semester and is intended for students in the Classical and Philosophical courses. Bergen and Davis' Principles of Botany is used as text. Laboratory work two hours a week is required in which the principal types of Cryptogamous and Phanerogamous plants are studied, as well as the structure and tissues of the higher plants. Field work is also required. Students are expected to study, classify, press and mount 60 specimens, of which 30 are also to be carefully described. Material from the College Herbarium is constantly used to illustrate the subject.

Advanced Botany.—This course is open only to such as have had preparatory training in Botany and is required of students of the Scientific course. The course runs through the year and consists of text study and recitations; laboratory work two hours a week for the year; field study of such types as may be found in the vicinity of Naperville; and the

study of herbarium construction and classification. For the recitation, Atkinson's College Botany or some equivalent text is used. In the laboratory, the compound microscope will be freely used in the study of type plants and their structure. The student is required to collect, press and neatly mount 100 specimens, and correctly arrange them in Order covers, and 40 specimens are to be accompanied by carefully written descriptions. The College Herbarium of over 30,000 specimens will be constantly used to furnish illustrative material.

Elementary Zoology.—This course gives the student an introduction to the study of animal life. Specimens illustrating distinct types are used as much as possible. Observation of the life and habits of local species is encouraged. In the class room Davison's Practical Zoology is followed as text. Laboratory exercises two hours per week are required throughout the semester.

General Zoology.—This course is more extended and advanced than the last but does not necessarily require any previous study of the science. It is intended for students of the Classical and Philosophical courses. Linville and Kelly's General Zoology is followed as a text-book. Specimens from the College Museum are constantly used to illustrate species under discussion. In the Laboratory the most important animal types are studied. Observation of the habits and life history of the animals to be found in our vicinity is encouraged as much as possible.

Advanced Zoology.—Students taking this course are required to have an elementary knowledge of the science. This course is required in the Scientific course and is recommended to all others who expect to make the teaching of Biology a life work. The classification of animals is studied more carefully and thoroughly than in the other courses. Recitations will be based on Hertwig's Manual of Zoology as a text-book or on some other text of equal standing. Laboratory work extends through the year and all the important types of animals are studied. The compound

microscope is frequently used. The student is expected to collect, preserve and carefully classify 50 specimens of animals as found in this locality.

Advanced Biology.—This course is offered in the Senior year of the Scientific course, and presupposes such proficiency in biological study as the prescribed work of the preceding years may be assumed to have furnished. The first semester is devoted to the microscopic investigation of the structure of plant cells, and various vegetable forms; and the second to the nature and physiology of animal life, together with the activities and diversities in typical forms, the distribution of animals and their adaptation to geographical environment. The formal class-room instruction is supplemented by individual laboratory work, and the results are reported in written form. Careful instruction in Microscopic technique is given throughout the year. The student is expected to learn the best methods of killing and fixing tissues imbedding in parafin, sectioning, staining and mounting several media. This course is of special value to teachers of Biology.

HISTORY.

The design of this department is not only to acquaint the student with the essential facts and principles of history but to develop in him that habit of mind that will enable him to discover the casual relations of events and to determine intelligently the conspiring factors of great national changes. While tracing the course of events, as they effect the political, the social and ethical relations of society the attention of the student is constantly directed to a correct estimation of the fundamental conditions of national progress, which history so amply illustrates.

The course embraces the history of the leading nations of ancient and modern times, and is supplemented by the study of Constitutional History and History of Civilization. Since political institutions are the product of social development, and important lessons may be gathered from the

experience of past generations, considerable attention is devoted to political history. Electives offer an opportunity for advanced work in this department.

The method of instruction employed aims to encourage students to follow out independent lines of investigation and to go as far as possible to original sources of information. Text-books are used, but these are largely supplemented by informal lectures, class-room discussions, required collateral reading, and essays and outlines.

Textbooks: American History; Elementary classes—Adams and Trent. Advanced classes—Channing's Student History, Bogart's Economic History, Constitutional History by Thorpe, with assigned reading and required written work.

Eastern Nations and Greece, Meyer; Rome, Its Rise and Fall, Meyer; Mediaeval History, Thatcher; Munro, History of the Middle Ages.

History of Modern Europe—Schwill, Judson or other selected texts.

English History—Walker.

History of Civilization, Guizot.

Work may also be assigned in special periods of history. Texts are changed from time to time to keep abreast with latest researches in history.

MUSIC.

The work in music divides itself into theoretical and practical. The theoretical courses are open as electives to college students who have received the Sophomore year, and possess such musical ability as will enable them to pursue these courses with profit. Full credit will be given for work in Harmony, History and Theory of Music in making up the requirements for the bachelor's degree. The election and substitution of this work is, however, in all cases subject to the approval of the faculty.

Harmony.—This subject is indispensable to the student

of music. It embraces the science of intervals, scales, chords, chord progression, modulation, suspensions, transpositions, key-board exercises, harmonization of melodies and basses, and analysis and construction of Hymn tunes. Richter's *Manual of Harmony*, and Chadwick's *Harmony* are used as text-books.

History of Music.—This course includes a survey of music from its earliest beginning to the present time; Primitive music of different races; the Greek system of music; the early Christian form; the polyphonic music of the Middle ages; the development of the Oratorio; as well as the study of musical instruments and the biographies of the great composers. Mathew's *History of Music* and Fillmore's *Musical History* are the text-books.

Theory of Music.—This course treats of the numerous subdivisions of musical knowledge not included in *Harmony* and *History*. It is a most important branch of study, embracing, as it does, so many points of practical value to the student. Among these may be mentioned the elements of acoustics and tone quality, accents, rhythms, melodies and dynamics. Musical forms are analyzed and explained. The theory of interpretation is outlined, and the student is led to an appreciation of the general laws and principles underlying music as a science and as an art. The text-book used is Elson's *Theory of Music*.

For a fuller account of the different courses in music, as well as the general conditions and requirements, see *School of Music* in this catalogue.

SCHOOL OF COMMERCE.

The purpose of this department is to provide for a thorough business education. The regular commercial studies may be completed in one year, but persons deficient in the common English branches will require two years. The aim is to give the student a clear and practical knowledge of the Science of accounts and all commercial trans-

actions. The plan of the work is broad and liberal, thorough and complete, and embraces all the principles and the varied details from the simple idea of debit and credit to the most complex and intricate computations. The work is so practical that it cannot fail to be of greatest value to every student, whatever his pursuit in life may be.

Its connection with a literary college gives the department many important advantages. Commercial students are in daily contact with the students of the college and receive the benefit of all those literary stimulations that prove so helpful in the pursuit of knowledge. They have free access to the College library and reading room, and may enter any College class for which they are properly prepared.

Book-Keeping.—This study embraces the theory of accounts by Single and Double Entry. The first term is devoted to elementary work during which the student becomes familiar with Day-Book and Journal entries, opening and closing the Ledger, making Trial Balances, Financial Statements, and the various forms of Inventories, Bills, Discounts and Premiums. The second term advanced work in Book-keeping and Banking is taken up. The student is required to work in books and forms as used in Wholesaling, Retailing, Commission, Shipping, Railroading, Partnership and Manufacturing. The practical work of this term is performed in connection with offices fitted up for this purpose.

Commercial Arithmetic.—In the study of this subject attention is especially directed to Interest, Bank Accounts, Trade Discounts, Stocks, Bonds, Insurance, Partnership, and Equation of Accounts. It is intended to give the student thorough knowledge of all forms of Arithmetics bearing upon commercial transactions.

Commercial Law.—In this branch careful instruction is given on the following subjects: Contracts, Negotiable Papers, Agency, Partnership, Corporations, Payments, Liens, Interest and Usury, Bailment, Guaranty and Surety, Real Estate Conveyance and Settlement of Estates. A text-book

is used but frequent lectures are added to supplement the work.

Commercial Geography.—This subject is taken up during the Spring term, and aims to furnish a general survey of the development of industry and the expansion of commerce in the civilized countries of the world. The production and distribution of the principal articles which enter into American trade are studied with special care. The instruction is based upon the use of a text-book, but supplemented by class-room discussion.

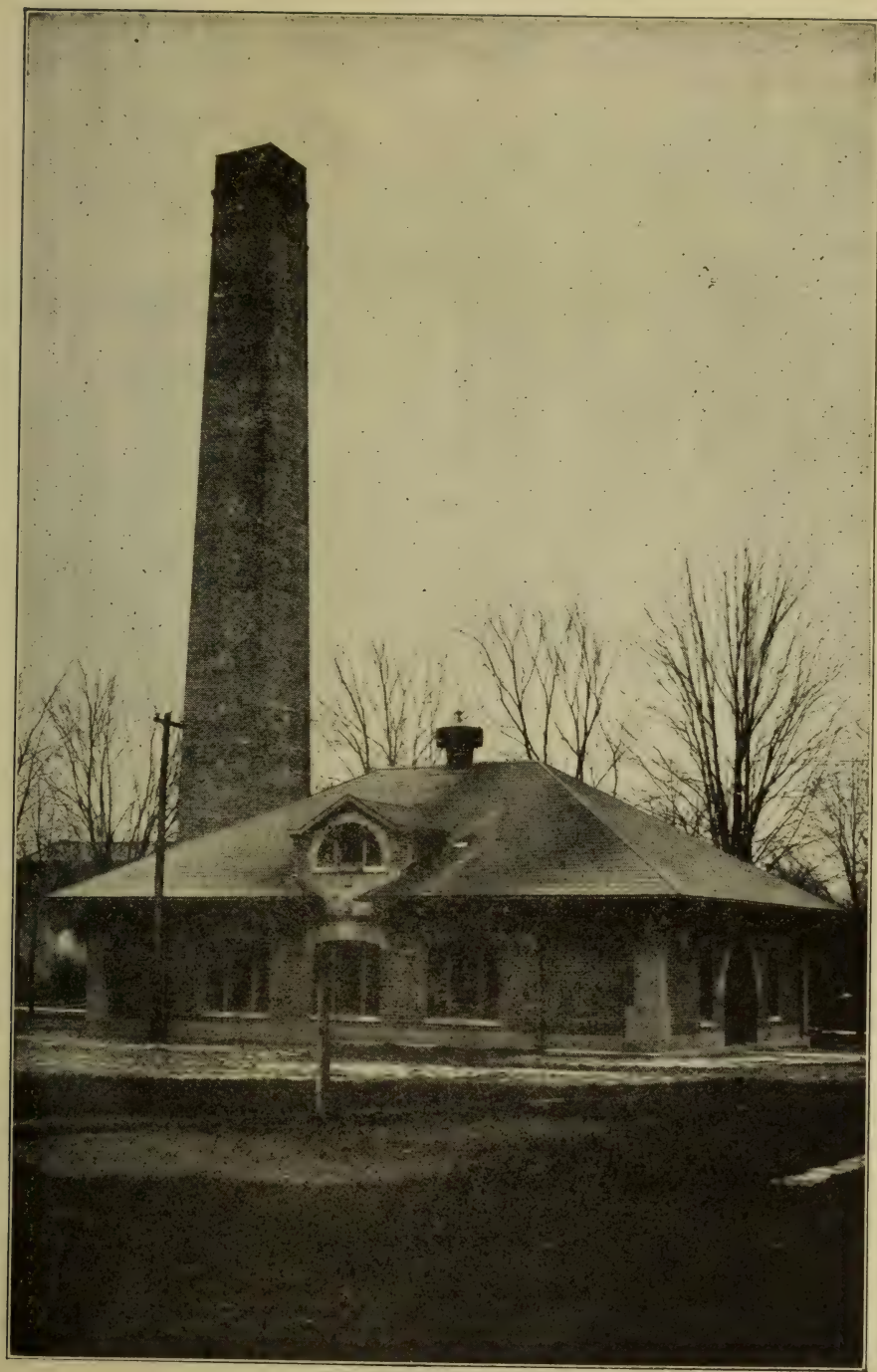
Actual Business Practice.—This is one of the special features of the course. Here business is transacted on the actual business plan which brings into practice the theories and the principles daily taught in the class-room. The Department is furnished with Banks, Commission and Wholesale Houses, and all the appliances necessary to acquaint the student thoroughly with actual business operations.

Penmanship.—Classes in Penmanship are formed every term. Careful and systematic instruction, and painstaking practice enable the student to acquire not only a thorough knowledge of the theory of the art, but also ability to rapid and graceful execution. Weekly drills in writing Letters, Notes, Receipts, Drafts, Orders, Checks, etc., accompany the work in Penmanship.

Special Drill Exercises.—Special exercises in Business Correspondence, Drawing up of Contracts, Leases, Deeds, Mortgages; and the various forms of Commercial Papers continue throughout the course.

All papers and books are carefully inspected by the Teacher, and errors are marked and the forms of correction suggested. But the student is in every case required to make the correction himself, and copy all work and manuscript in which errors, blots or erasures occur.

Extra Studies.—Commercial students are entitled to one extra study in any department of the College in addition to the Commercial Course without extra charge, except in Music and Art.



POWER HOUSE.

Admission.—Applicants for admission to the Commercial Department must possess a good common school education. The business world of to-day requires not only a knowledge of commercial branches, but also a thorough general education. Graduates from high schools will, upon presenting their diplomas, be admitted without examination. Persons not having completed some regular preparatory course, are expected to pass an examination in the common English branches: Reading and Spelling, Arithmetic, Grammar, Geography and United States History. Such as are not ready for the business course, will be advised to enter the Academic Department of the College.

Course of Study

FIRST YEAR

FIRST TERM
American History
Grammar
Arithmetic
Physiology

SECOND TERM
American History
Grammar
Arithmetic
Spelling

THIRD TERM
Physical Geography
Grammar
Arithmetic
Civil Government

SECOND YEAR

FIRST TERM
Book-Keeping
Commercial Arithmetic
Penmanship
English

SECOND TERM
Book-Keeping
Commercial Law
Penmanship
English

THIRD TERM
Book-Keeping
Commercial Geography
Penmanship
English
Quick Figuring

Time Required.—A student properly prepared can complete the studies usually required in a commercial course in six months, although his work will always be more thorough and satisfactory if he takes nine months. Students may enter at the beginning of either of the Fall or Winter term, but they are earnestly advised to enter in the Fall, at the opening of the school year, if possible.

Diplomas.—Students, who satisfactorily complete either the six months or nine months' course and pass the required examination, receive a diploma.

SHORTHAND AND TYPEWRITING.

The Commercial Department offers also superior advantages for the study of Shorthand and Typewriting. The great demand for Reporters and Amenuenses makes this a very popular course. The instruction is thorough and gives special attention to system, speed and accuracy. The Electric System of Shorthand is taught, and the Underwood typewriter is used. The principles of Shorthand can be completed in one term, but the regular course requires three terms. The work in Typewriting usually requires the same length of time.

EXPENSES.

Tuition for the Commercial Course, not including Shorthand, Typewriting and Ornamental Penmanship:

First Term	- - - - -	\$12 00
Second Term	- - - - -	12 00
Third Term	- - - - -	9 50
Incidentals, including gymnasium fee	-	8 00
Diploma	- - - - -	2 00

TUITION FOR SINGLE STUDIES.

Penmanship alone, per term	- -	\$ 3 00
Ornamental Penmanship, per term	-	3 00
Shorthand, per term	- - - -	3 00
Typewriting, first term	- - -	10 00
Typewriting, second term	- - -	5 00
Book-Keeping, one term	- -	6 00
Commercial Law, one term	- - -	3 00

Expense for board, room rent and fuel, see "Rooms and Boarding."

SCHOOL OF MUSIC

FACULTY

GRACE A. AUSTEN, M_US. B.,

DIRECTOR.

Piano, Organ and Voice.

HENRY C. SMITH, A. M.,

Vocal Music.

FLORENCE M. KIRKUP.,

Voice Culture.

MABEL BEIDLER

Teacher of Violin and Piano,

Guitar and Mandolin.

GENERAL STATEMENT.

The department of Music forms an integral part of the College and is under the same government and discipline. But its immediate interests and specific work are under the supervision of the Director of the School of Music. The purpose of the School is to provide opportunities for obtaining a good musical education under the auspices of a Christian institution. The general plan of the work is the same as that of the best American schools of music. The courses of study are thorough and comprehensive, and the methods of instruction in harmony with the approved conclusions in musical experience. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of manhood and womanhood. The intimate connection of the school with other departments of the college presents to the student opportunities of pursuing musical and literary studies at the same time. And such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual, aesthetic and moral culture.

Instruction is offered in Piano, Pipe Organ, Violin, Voice Culture and Choral Singing, as also in theoretical courses, including Harmony, Counterpoint, History of Music and Musical Theory. The work in each branch is pursued systematically, but the time required for its completion will depend upon the ability of the student. In all departments pupils will be advanced as rapidly as their work may justify.

COURSES OF STUDY.

The work of the several departments is arranged in three grades as follows:

1. **The Preparatory Course**, intended for beginners, aims to lay a good foundation for a musical education, and to prepare for admission to the Teacher's Certificate Course.
2. **The Teacher's Certificate Course**, designed for the

training of teachers, covers four years of work. Students completing this course and having good grades in the common English branches, are entitled to a teacher's certificate.

3. **The Diploma Course**, intended to furnish a thorough musical education, embraces the range of subjects, both practical and theoretical, usually taught in the best schools of music. Students completing this course and possessing literary attainments equal to a good high school education, receive a diploma.

4. **The Degree Course**, arranged for persons wishing to pursue higher musical studies, requires an additional year of work in the advanced compositions of the great masters and the study of Counterpoint, Canon and Fugue, and Musical Composition. Students completing this course, together with at least two years of college work, may receive the degree of Bachelor of Music.

Students in the Teacher's Certificate, Diploma or Degree Course are required to take two lessons a week in the special line they pursue.

PIANO DEPARTMENT.

An idea of the work required in the Preparatory course may be obtained from the following outlined studies, extending through three years:

First Year.—Instruction in the correct position and use of the fingers, hand, wrist and arm with exercises and scales for correct touch; Studies by Kohler, Loeschorn, Gurlitt; Pieces by Spindler and Lichner; Duets by Heinz and Gurlitt.

Second Year.—Scales and triad arpeggios; Schwalm's Technical Studies; Studies by Loeschorn, op. 65; Duvernoy, op. 120; Bertini, op. 100; Heller, op. 46 for rhythmic expression; Sonatas by Clementi, Dussek and Kuhlau; Pieces by Gade, Jensen, Schumann, Godard and others.

Third Year.—All minor scales parallel; major scales in thirds, sixths and tenths. Eggling and MacDowell's

Technical Studies; Arpeggios and Broken Chords. Octaves begun. Studies: Berens, op. 61; Le Couppey, op. 26; Hasert's 'Velocity, op. 50; Heller, op. 45 for phrasing; Bach's Small Preludes and Fugues', Sonatas by Mozart and Haydn; Compositions by Raff, Jensen. Strelezki, Merkel, Grieg and others.

ADDITIONAL FOR TEACHER'S CERTIFICATE.

Fourth Year.—Mason and Tausig's Daily Studies; all dominant and diminished chords. Selected Studies from Cramer; Czerny, op. 740; Schytte's, op. 75 and 106; Moscheles, op. 70; Kullak's Octave Studies; Heller's phrasing, op. 16; Bach's two and three voice inventions. Compositions of Schumann, Chopin, Henselt, Moskowski and others; Sonatas of Mozart and Beethoven. A concerto will be selected, which members of the class must be able to play creditably in public with orchestral accompaniment or a second piano.

FOR DIPLOMA COURSE.

Fifth Year.—Daily Technic. Clementi's Gradus ad Parnassum; Bach's Well-Tempered Clavichord; Compositions by Weber, Chopin and Liszt; Sonatas and Concertos of Mozart, Schumann, Beethoven, Mendelssohn, Rosenhain and others.

VOICE DEPARTMENT.

In this department great care is taken to give the pupil a correct method in the use of the voice. The aim is so to train and develop the voice and comprehension of the student as to enable him to become an intelligent and expressive singer. Purity and sweetness of tone is an attainment which every student should earnestly labor to acquire.

Preparatory Course.—Special attention is given to breathing, voice placing, formation of vowels, correct intonation and attack. Exercises by the teacher designed for the special needs of each student with the Sieber, Abt, Randegg and Vaccai vocalises form the basis of the work.

The Concone Fifty Exercises and Marchesi Elementary Exercises are then taken up. Songs from the classic romantic and modern periods are studied and complete the requirements of the preparatory work.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of this course usually requires three years.

Teacher's Certificate Course.—The completion of this course requires an additional year of study, after the preparatory work has been finished. Special attention is given to phrasing, expression and interpretation. Songs of Schumann and Schubert and arias from standard authors are included in the work of the year.

Candidates for the Teacher's Certificate in Voice must be able to play accompaniments on the piano and read vocal music at sight.

Diploma Course.—This course requires one year's work in addition to the Teacher's Certificate course. Exercises in vocalization, Chromatic scales, and selections from the more difficult studies in vocal technic are included in this grade of work.

VIOLIN DEPARTMENT.

PREPARATORY COURSE.

First Year.—Methods of Hohmann, Gruen and Tours form the basis of the work for this year. Easy solos in first position, and duets by Pleyel accompany the more technical studies of this grade.

Second Year.—The work of this year includes a study of the positions as outlined in studies by Herman and L. Schubert; Technic by Mazas and Blumenstenzel and the Dout Etudes preparatory to Kreutzer; solos by Dancla and Saenger; Sonatas by Haydn and Mozart.

Third Year.—Kreutzer's Etudes with the Art of Bowing by Kross, as a supplement; Technical Studies by Schradieck. Solos by DeBeriot, Viotti, and Alard.

Fourth Year.—Fiorillo Etudes; Twenty-four Caprices of Rhode; Sept Divertissements of Campagnoli; Concertos by Wieniawski, Vieuxtemps, Ernst, Leonhard and Mendelssohn. The student must be able to play at sight, and have a knowledge of the piano.

The Diploma Course requires an additional year in the same line of work. In addition to the work outlined in the above courses, all candidates for the Teacher's Certificate are required to take the regular course in History and Science of Music, and one year's work in Harmony. Two years in Harmony are required for the Diploma course.

GRADUATE INSTRUCTION.

In addition to these courses, graduate instruction—frequently called Post-Graduate Work—is offered in Piano, Voice and Violin to those who desire to become specialists in the various branches of music, or fit themselves for a professional career. The work will be outlined with special reference to the individual requirements of each student. Its successful completion, as explained above, entitles to the degree of Bachelor of Music.

PIPE ORGAN.

The College has a fine large pipe organ, and also a beautiful two manual reed-pipe organ, both of which are available for study and practice by the pupils of the School of Music. The pipe organ is justly considered the greatest and grandest of all musical instruments, capable of producing effects that are incomparable for beauty and grandeur of tone. The opportunities for study in this department are unsurpassed.

But it being a difficult instrument to master, an organ course should not be begun until a good degree of piano technic has been acquired. The third year of that course should, as a rule, be completed before entering upon a course in pipe organ.

The work begins with exercises in pedal practice, hymn

playing and elementary registration. Rinck's and Stainer's Organ Schools, and easier pieces for the organ furnish the material for the first year's study.

The second year's work continues the study in registration. Buck's studies in Pedal Phrasing, Sonatas by Merkel and Mendelssohn, and polyphonic studies and pieces by Bach and others indicate the general range of the work for the year.

In the third year attention is especially devoted to the study of solo playing and work intended to prepare for positions as church organists. Bach's Fugues, and compositions by Guilmant, Batiste, DuBoise and others are used during the year.

THEORY OF MUSIC.

Theory treats the numerous subdivisions of musical knowledge not included in Harmony and History. It embraces acoustics; notations; sound perceptions; tempered scale; classifications; the orchestra and its instruments; musical rhythms; embellishments; musical forms and musical terms. It is a most important branch of study, including as it does, so many points of practical value to the student. The subject is taught by the use of a text-book, supplemented by lectures. Twice a week for two terms.

HARMONY.

Harmony is an essential part of a musical education, and is necessary for the proper understanding of the structure of music. No person aspiring to become an intelligent musician can afford to be without a knowledge of the principles of harmony and the laws of musical form and structure. The full course leads to original work in musical compositions. Elementary Harmony extends through three terms.

First Term—All keys and scales, intervals, triads, chord connections, simple part writing, seventh chords. Text-book and practical work.

Second Term.—Inversions of seventh chords and progression, modulation.

Third Term.—Altered chords, augmented chords, suspensions, harmonizing given soprano.

This work must be completed by all persons taking the Certificate course in Piano, Voice or Violin.

Advanced Harmony extends likewise through one year, but can only be taken by students who have successfully completed the course in Elementary Harmony. It embraces the figured chorale, Harmonizing of melodies, Original Melodies and single counterpoint.

This course is required of all candidates for a diploma in Piano, Voice or Violin.

HISTORY OF MUSIC.

This course embraces the study of the general development of music from ancient to modern times and extends through one year.

First Term.—Early traces of Music before the Christian era, early Christian music, Polyphonic music and schools, Luther's reformation and the Renaissance.

Second Term.—Development of dramatic music; Italian, German and French Opera; the Oratorio. Classical and romantic periods.

Third Term.—History of the piano-forte, organ, violin. Biographies of the great masters; works of the composers and arguments of the great operas.

Fillmore's and Matthew's text-books are used.

Pupils may select any one or more of the above courses; but candidates for Teacher's Certificate must complete a four years' course in Piano, Voice or Violin together with one year of Theory, Harmony and History. Candidates for Diplomas must take in addition one year of Harmony—advanced course.

VOCAL MUSIC.

Singing Classes.—Classes in musical notation and sight singing are organized each term. The instruction, while elementary, is thorough, and aims to furnish opportunities

for the cultivation of tone qualities and the development of musical appreciation. The work is of special value to persons who expect to teach in public schools, or who may wish to prepare for conducting choir and chorus singing. Classes meet twice a week.

Public School Music.—Musical instruction has become such an important part of public school instruction courses, and the demand for teachers capable in this line of work so great, that it has been deemed wise to offer courses of study for those desiring to fit themselves for public school positions. The course offered for those expecting to teach music in the grades extends through one year and has for its object the development of artistic singing, fluency in sight-reading, accuracy in ear training, the more practical phases of theory and the rudiments of harmony. The instruction is given in classes meeting three times a week and continuing through the three terms of the year.

First Term.—In order to acquire technical skill without sacrificing the musical spirit, songs are first learned by rote and attention is given to the spirit and movement, enunciation, phrasing and tonal quality. The same songs are then taken up in solfeggio (do, re, mi) thus introducing the study of intervals, pitch and rhythm with sight-reading.

Second Term.—The work in ear training, sight-reading and rhythm is continued and the rudiments of harmony are introduced.

Third Term.—Chord progressions continued; practical work in melody writing and harmonization of same. Song analysis and interpretation of school songs, part songs and classical songs.

A second course is planned for such as desire to become Music Supervisors which requires two years additional study. The work includes private lessons in Voice, the study of Harmony and History of Music.

GENERAL INFORMATION.

Students may enter at any time, but are advised to enter at the opening of the term.

The time required for the completion of any one of the regular courses in music will depend upon the student's ability, daily practice and previous work in music. The outlines indicate the time required in most cases.

Students not wishing to complete a regular course may select such branches as meet their requirements, provided they are prepared to pursue them profitably. Such students are however subject to the same regulations as those in the regular courses.

Tuition is payable in advance at the Treasurer's office of the college. No deduction will be made for absence from lessons, except in cases of protracted sickness, when the loss will be shared equally with the student.

Students are not allowed to teach music while pursuing their studies, without special permission from the faculty. No student of the college is expected to take lessons in music except under the direction of the teachers of music.

Student musical organizations, such as Glee Clubs, Quartettes, Orchestra or Bands are under the supervision of the college faculty. No organization shall be formed without the consent of the faculty; and students deficient in their class work will not be allowed to become members of such organizations. No concerts or public entertainments shall be planned by any regular or voluntary organization without permission of the faculty.

TUITION.

Piano, Violin or Voice:

Two lessons per week, Fall term, fourteen weeks.....	\$20 00
Winter or Spring term, twelve weeks each.....	18 00
One half hour lesson per week, Fall term.....	11 00
One half hour lesson, Winter or Spring term.....	10 00
Pipe Organ, per lesson.....	1 00

Theory, Harmony or History:

Two lessons per week, each, per term.....	\$ 5 00
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Public School Music:

Three lessons per week, Fall term.....	\$ 9 00
Three lessons per week, Winter or Spring term	8 00

Guitar or Mandolin:

Two lessons per week, Fall term.....\$14 00

Two lessons per week, Winter or Spring term..... 12 00

Singing Classes, Elementary or advanced:

Per term.....\$ 1 50

RENT OF INSTRUMENTS.**Piano:**

One hour daily, per term, Fall term.....\$ 3 00

Two hours daily, per term, Fall term..... 4 00

Three hours daily, per term, Fall term..... 5 00

Four hours daily, per term, Fall term..... 6 00

Five hours daily, per term, Fall term..... 7 00

One hour daily, per term, Winter or Spring term.....\$ 2 50

Two hours daily, per term, Winter or Spring term..... 3 50

Three hours daily, per term, Winter or Spring term..... 4 50

Four hours daily, per term, Winter or Spring term.....5 50

Five hours daily, per term, Winter or Spring term.....6 50

Pipe Organ:

One hour daily, per week.....\$ 1 00

Metronome, per term..... 25

Diplomas 5 00

Certificates..... 2 00

ART DEPARTMENT.

This department offers superior advantages in the various branches of study usually taught in first-class Art schools. It is in charge of Mrs. Lydia D. Smith, who is an accomplished teacher and an artist of recognized ability. In the preparation for her chosen profession, she studied not only with some of the foremost American teachers, but spent also some time under the instruction of such European masters as Henry Henshall, R. A., of London, and Osip Linde, of Paris. The eminent qualifications of the instructor make the work of the department exceptionally strong.

The object of the department is to give a thorough training in the principles of Art, fitting students for teaching, or the further pursuit of these studies for mental culture or an artistic career. The chief aim is to lay a thorough foundation for seeing and observing nature, and to develop a sufficient dexterity of hand to enable the pupil to apply this useful and beautiful accomplishment in practical life. The courses are arranged for students having other studies in the college as well as for those able to devote all their time to this work.

The connection with the college is an advantage of great value to the student since it enables him to pursue regular college studies in connection with his work in Art. Thorough training in Art work in connection with suitable literary culture lays a broad foundation for teaching Art, and for a professional career.

Students will be advanced as they progress individually, not being confined to any branch for a specified length of time. The instruction of the department is based upon the methods employed in the best Art Schools.

The work begins with drawing from the flat in charcoal, crayon and pencil, proceeding to drawing from still life, the antique and the living model, and painting in oil and water colors. Students must register and secure term cards from the Treasurer before they can begin their

lessons, and lessons must be completed in the term for which the student has registered.

TUITION.

Drawing from the Flat in Pencil, Pen and Ink:

Two lessons per week, Fall term, fourteen weeks.....	\$16 00
Two lessons per week, Winter or Spring term.....	14 00
One lesson per week, Fall term.....	9 00
One lesson per week, Winter or Spring term.....	8 00

Drawing from Still Life, the Antique, and Living Model in Charcoal:

Two lessons per week, Fall term.....	\$18 00
Two lessons per week, Winter or Spring term.....	16 00
One lesson per week, Fall term.....	10 00
One lesson per week, Winter or Spring term.....	9 00

Painting in Water Colors:

Two lessons per week, Fall term.....	\$20 00
Two lessons per week, Winter or Spring term.....	18 00
One lesson per week, Fall term.....	11 00
One lesson per week, Winter or Spring term.....	10 00

Painting in Oil:

Two lessons per week, Fall term.....	\$22 00
Two lessons per week, Winter or Spring term.....	20 00
One lesson per week, Fall term.....	12 00
One lesson per week, Winter or Spring term.....	11 00

Leather Tooling:

Five lessons.....	\$10 00
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Stencil:

Per lesson.....	\$ 1 00
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Pyrography:

Twelve lessons.....	\$10 00
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Various other branches of Art are added to this department from time to time as the wants of the pupils warrant.

GENERAL INFORMATION.

DESIGN AND CHARACTER OF THE COLLEGE.

The object of the Institution is to provide for the liberal education of the young men and women who may be entrusted to its care and instruction, and to direct them in securing the best preparation for the different spheres and avocations of life.

The College is not sectarian, but it aims to be decidedly Christian in theory and practice, and to apply Christian principles and methods in all its departments. As the best results of educational effort are conditioned upon the symmetrical culture of heart and mind, the Institution ever recognizes the development and moral character as an essential part of its work. While endeavoring to inspire and encourage a vigorous intellectual activity, the faculty desires and aims to foster a healthy Christian life and spirit which shall permeate and crown the entire institution.

METHODS OF INSTRUCTION.

It is the aim of the Institution to keep its standard fully up to that of the best American colleges, and its methods of instruction in harmony with the most enlightened views of education. These methods will naturally vary with the subject, and proficiency of the student, but the aim is the same in every department of the College—mastery of the subject and encouragement to independent and original investigation. Recitations based upon an intelligent use of textbooks hold a large place in the daily work. Lectures are frequently introduced to elucidate and illustrate the various subjects of investigation. Freedom of discussion and questioning by the students accompany both methods.

The laboratory system is employed in all departments in which it is practicable

PHYSICAL CULTURE.

Opportunities for systematic physical training are pro-

vided for both ladies and gentlemen, and a certain amount of work is required of all students, not specifically excused by the Faculty. The physical needs of each person are carefully considered, and appropriate exercises for the improvement of health and physical well-being are recommended in each case. The work is under the supervision of a resident director, who aims to counsel and aid every student to the fullest possible extent. Students are required to provide themselves with gymnasium suits and shoes.

In addition to the work of the gymnasium, provisions are also made for outdoor sports and exercises. For the purpose of encouraging and guiding the interests in these, the students maintain an Athletic Association, which aims to systematize and unify all the physical activities of the institution. The management of this organization is vested in a Board of Control, consisting of officers of the Athletic Association, representatives of the four college classes and members of the faculty. All physical exercises, whether indoors or outdoors, are under the general supervision of the Physical Director.

EXAMINATIONS.

At the close of each term, or whenever any branch of study has been completed, examinations are held, either oral or written, as the faculty may deem most suitable.

Absence from examinations, except for reasons of absolute necessity, will be regarded as a serious delinquency. If circumstances require a student to leave before regular term examinations, he may apply to the Faculty for the privilege of a private examination. If granted the applicant shall pay a fee of \$1.00 for each examination.

A student failing to obtain a grade of seventy per cent. in any branch will be required to take that study over again, or pass a satisfactory examination therein. No standing in scholarship will be given except as the result of an examination or its equivalent.

Special examinations for the accommodation of such

students as may design to enter any of the departments of the institution, or such as may have failed to pass in some branch at the regular examinations, are held on the day before the opening of each term.

STANDING.

A careful record is kept by the Faculty, both of the scholarship and deportment of each student.

The standing in scholarship is made up from examinations and the daily record in the class, each being considered of equal weights, on a scale of one hundred.

Students permitted to take an examination, without having had the regular exercises during the term, will be credited with a daily record of sixty-five per cent. in determining their standing in that study.

Information concerning the progress and conduct of a student will be sent to parents or guardians whenever it may be requested, or when in the judgment of the Faculty it may be necessary.

DEGREES.

The degree of Bachelor of Arts is conferred on students who complete satisfactorily the Classical Course; that of Bachelor of Philosophy on those completing the Philosophical Course; that of Bachelor of Science on those who complete the Scientific Course; and that of Bachelor of Letters on those who complete the Modern Language Course. In order to be entitled to a Bachelor's degree, a student must have spent at least one College year in attendance at this institution.

The degree of Master of Arts, Master of Philosophy, Master of Science, or Master of Letters, will be conferred on Corresponding Bachelors of two years' standing or more, who have sustained a good character, and who furnish satisfactory evidence of having pursued a professional or advanced liberal course of study. Such evidence may be furnished by presenting a certificate of graduation from a Theological

Seminary, Law School or Medical College; or by passing an examination in a course of liberal and non-professional study pursued under the direction of the Faculty, and submitting a thesis of not less than five thousand words connected with such study, and embodying results of original investigation. A year's study in residence will be required of all candidates for a Master's degree who have not received the Bachelor's degree from this institution. Candidates for degrees should apply to the President at least two months before Commencement. The fee in each case, including the diploma, is five dollars, payable in advance.

GOVERNMENT.

The discipline of the institution is mild but firm. It is the aim of the Faculty to exercise a parental and moral supervision over the conduct and character of the students. Such relations between students and teachers are cultivated as will inspire mutual respect and confidence. Students are presumed to be ladies and gentlemen who will respect themselves and the authority of the College. A high sense of honor and truthfulness is inculcated and maintained.

In order to secure the best results from college attendance, and to maintain proper standards in conduct and general deportment, the student is given a copy of the College Regulations on entering the institution, which are to govern him in his college life. It is therefore always taken for granted that students have a knowledge of the rules and regulations of the institution.

Among the things required of every student are a regular and punctual attendance upon all exercises prescribed by the College, and a diligent and faithful improvement of the hours set apart for study. Improper conduct of any kind, and neglect of college duties will not be tolerated. The specific purpose of college training, the development of a noble scholarly character in the student, is constantly kept in view. The institution will not harbor persons of idle or dissolute habits. Whenever in the opinion of the Faculty

students are guilty of a course of conduct which is detrimental to themselves or injurious to the standing and reputation of the College, they will be dismissed or expelled from the institution.

LEAVE OF ABSENCE.

Every student is expected to be present at the opening of the term and to remain until its close. No student is allowed to be absent from College without special permission of the Faculty. The time appropriated to vacations and holidays is believed sufficient for the purpose of rest and relaxation from study.

Since absence from examinations, commencement, or any other period of the year, can only have an injurious effect upon the standing and proficiency of the student, the Faculty earnestly requests, that parents or guardians will in no way encourage or even sanction such absence without most urgent reasons. Any student leaving without permission before the close of the term, cannot re-enter until he has made satisfactory amends to the Faculty.

RELIGIOUS EXERCISES.

Devotional services, consisting of reading the Scriptures, singing and prayer, are held daily in the College Chapel, at which the students are required to be present.

Students are also required to attend public worship and Sunday School on the Sabbath at one of the churches in the city. Students are allowed to attend such places of worship as they, or their parents or guardians may select; but they will be expected to attend some one church regularly, unless specially excused.

Many social religious meetings are held each week, which students are invited to attend. These facilities afford ample opportunity for Christian growth and work.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association, organized in

1873, is the second oldest organization of its kind in the state. The object of the Association is to promote growth in Christian life and fellowship, and to carry on definite Christian work among students of the institution.

For the purpose of holding its meetings the Association has a commodious and beautiful hall, which has been set apart for its special use. It also maintains a reading room supplied with standard periodicals and leading magazines of the day. It is altogether well organized for efficient work, and exerts a very salutary influence upon the young men of the College.

The Young Women's Christian Association, organized in 1875, also the second oldest Young Ladies' Christian organization in the state, has for its aim and object Christian work among the lady students of the institution.

At the opening of each semester, committees of these Associations, appointed for this purpose, meet all trains to welcome new students and to aid them in securing rooms and boarding places.

Receptions are held by both Associations during the first week of the new term for the purpose of facilitating acquaintance with the new students, and assuring them of the friendly interest that will be taken in their spiritual welfare.

READING ROOM.

The reading room, under the supervision of the Y. M. C. A., is provided with a large number of periodicals, secular and religious, as well as a good collection of leading magazines of the day.

Some of the periodicals are:

Harper's Weekly	The Voice	Success
Ram's Horn	Scientific American	Naperville Clarion
Evangelical Messenger	Weekly Globe	Scientific Am. Supplement
Youth's Companion	The Outlook	Ladies' Home Journal
Judge	The Patrol	Advocate of Peace
American Economist	Chicago Times-Herald	The Interior
Independent	Literary Digest	Christian Herald
Womens Home Companion	Breeder's Gazette	The Chicago Tribune
American Issue	Evangelical Herald	Saturday Evening Post

GERMAN
Christliche Botschafter
Germania
Evangelisches Magazin
Wegweiser
Evangelium's Bote
Zeitschrift
Der Ev. Bundesbote
Ueber Land und Meer
Der Canadische Colonist

MAGAZINES

The Etude

MAGAZINES
Scribner's Monthly
Review of Reviews
Forum
Physical Culture
The Treasury
Atlantic Monthly
Canadian Magazine
Methodist Magazine
Everybody's Magazine

Missionary Messenger

MAGAZINES

Century
Missionary Review
North American Review
Beauty and Health
Harper's Monthly
The Inter Collegian
World's Work

These, together with those of the College Reading room, are free of access to all students every day of the school year.

COLLEGE PUBLICATIONS.

"The Northwestern College Chronicle" is published monthly during the academic year.

Its purpose is to furnish information in regard to the work and condition of the institution. It is the organ of the students and contains original articles by members of the school and others, personal notices of past and present members of the College, proceedings of the Literary and Scientific societies, the Christian Associations, and such other matter pertaining to college life as will prove of interest to all friends of higher education. Subscription seventy-five cents per annum.

Catalogues and circulars are published annually and are supplied gratis upon application.

LITERARY AND OTHER SOCIETIES.

There are five flourishing literary societies connected with the College, viz: The *Cliosophic*, the *Philologian*, the *Laconian*, the *Websterian* and the *Philorhetorian* (German). These societies have good, well-furnished halls, and afford excellent opportunities for practice in public speaking, debate and other literary exercises.

The Senate of Northwestern College, organized in 1886, has for its object the consideration and discussion of themes

relating to political science, and the promotion of a thorough acquaintance of our federal institutions and the duties of intelligent citizenship. It holds weekly meetings and presents opportunities for practice in extempore speaking, debate and parliamentary procedure.

The Scientific Association was established for the purpose of promoting Scientific study. It aims to stimulate individual workers and to enable members to keep up with the growth and advancement of science. It holds regular meetings at stated times, at which papers are read, embodying results of careful study and original research. Occasional lectures on popular scientific subjects are delivered by resident members of the Association, and frequently lecturers from abroad are invited.

The Oratorical Association was organized in the year 1900. Its purpose is to arouse interest in public speaking and to elevate the forensic standard of annual oratorical contests. These contests are open to regular members of the three upper classes. Prizes are given those who win first and second places in the interclass contest, and the winner of first prize in this contest represents the college in the Northern Illinois Oratorical League.

Intersociety and intercollegiate debates are held annually.

These and all other societies of the College are under the general supervision of the Faculty. No public entertainment shall be given by any society without permission from the Faculty, and all the exercises intended for such entertainments must be submitted to the inspection of the Faculty before their public delivery.

PRIZES IN PUBLIC SPEAKING.

The Heatherton Prizes.—In order to encourage oratorical efforts and to show his interest in the work of the College, Judge John S. Goodwin, of this city offers the Freshman Class an annual prize of ten dollars for excellence in oratory and ten dollars for excellence in declamation. Contests for

these prizes are held the latter part of the second semester and are open to regular members of the Freshman Class. In honor of Judge Goodwin's fine residence and beautiful estate "Heatherton", the prizes are known as the Heather-ton Prizes in Public Speaking.

The Elgin Prize.—An annual prize of ten dollars is offered by William Grote, Esq., of Elgin, to the Oratorical Association of the Preparatory School, in order to stimulate efforts in public speaking on the part of preparatory students. Contests for this prize are held annually about the middle of the second semester. In recognition of the residence city of the donor, this prize is called the Elgin Prize in Preparatory Public Speaking.

The Dr. Good Prize.—This prize has been founded by Dr. R. H. Good, of Chicago, for the purpose of encouraging interest in the local, or interclass oratorical contests. It consists of \$25.00 and is to be awarded as first and second prizes, of \$15.00 and \$10.00 respectively, to the successful participants in these contests. The winner of the first prize becomes the representative of the College in the Northern Illinois Oratorical League.

SELF-HELP.

Frequently we receive inquiries about opportunities for work whereby to pay expenses while at school. Such opportunities are not plentiful. Yet there are generally a few students who "earn their way" in part at least. Others succeed in earning considerable during the summer vacation. Some, after obtaining a teacher's certificate, teach for a time, and then continue their college course. This, though necessarily requiring more time to complete a course, gives the student much practical and valuable experience, and is therefore, by no means lost time.

An employment bureau under the auspices of the College Y. M. C. A. has been organized to help students secure work. Remunerative work however can very rarely be arranged for definitely before arrival; as students become acquainted, it is easier to secure employment.

GROWTH AND NEEDS.

The progress of the College has been very satisfactory and encouraging. All the departments of instruction are now fully organized and well equipped for efficient work.

Strong efforts are being made at present to increase the endowment and to develop all the resources of the Institution. It is the united purpose of the Faculty and the Board of Trustees that the College keep pace with the progress and educational demands of the country.

Among the more pressing needs of the College may be mentioned: A College Auditorium; the endowment of several Professorships; the founding of perpetual Scholarships; the enlarging of the Library; and a suitable and well equipped Astronomical Observatory.

The friends of the College and of higher education are invited to contribute to these objects.

Such donations will be used most advantageously in the present work of instruction, and for the promotion of the highest interests of the institution.

DEGREES CONFERRED

1908-1909

BACHELOR OF PHILOSOPHY

G. EDWIN ALSTADT	GERALD KIRN
JOHN M. BECK	WALTER W. KRUEGER
RICHARD T. DAESCHNER	LUCAS M. NANNINGA
LUCILE A. DENNSTEDT	WESLEY B. OLDT
ALDA L. DEVITT	HERBERT B. SCHAEFFER
MARIE GOCKER	BENJAMIN T. SCHWAB
ALFRED W. GROSS	JOHN S. STAMM
WM. H. HALMHUBER	MABEL TILLSON

BACHELOR OF ARTS

C. CHRISTIAN GAMERTSFELDER BENJAMIN F. SCHIRER

BACHELOR OF SCIENCE

CLARENCE E. DEETZ EDWARD N. HIMMEL

MASTER OF PHILOSOPHY

E. E. ERFFMEYER	WALTER L. WENGER
PAUL S. MAYER	HARRY E. STRAUB
FERDINAND SCHUMACHER	

MASTER OF ARTS

CHAS. F. BOLLER CLYDE E. BOYER

REGISTER OF STUDENTS

COLLEGIATE DEPARTMENT

Abbreviations: Cl., Classical; Ph., Philosophical; Sc., Scientific
M. L., Modern Language.

GRADUATE STUDENTS

DAMM, E. E.....	A. B.....	Selkirk, Ont
Philosophy		
ERFFMEYER, E. E.....	Ph. B	Holton, Kan
Philosophy		
HILGENFELD, S. F.....	Ph. B.....	Falls City, Neb
Philosophy		
KRUG, ALBERT A.....	Ph. B.....	Brownsville, Wis
Philosophy		
LAUVER, FANNIE.....	Ph. B.....	Naperville, Ill
Philosophy		
MAYER, PAUL S.....	Ph. B.....	Milwaukee, Wis
Philosophy		
STRAUB, HARRY E.....	Ph. B.....	South Germantown, Wis
Philosophy		

SENIOR CLASS

ALSTADT, G. EDWIN.....	Ph.....	Temple, Tex
BECK, JOHN M.,.....	Ph.....	Buffalo, N. Y
DAESCHNER, RICHARD T.....	Ph.....	Preston, Neb
DEETZ, CLARENCE E.....	Sc.....	South Wayne, Wis
DENNSTEDT, LUCILE A.....	Ph	Olivia, Minn
DEVITT, ALDA L.....	Ph.....	Geneva, N. Y
GAMERTSFELDER, C. CHRIS....	Cl.....	Naperville
GOCKER, MARIE.....	Ph.....	Naperville
GROSS, ALFRED W.....	Ph.....	Winslow
HALMHUBER, WILLIAM H.....	Ph.....	Detroit, Mich
HIMMEL, EDWARD N.....	Sc.....	Radcliffe, Ia
KIRN, GERALD W.....	Ph.....	Naperville
KRUEGER, WALTER W.....	Ph.....	Princeton, Wis
NANNINGA, LUCAS M.....	Ph.....	Yates Center, Kans
OLDT, WESLEY B.....	Ph.....	South Chicago
SCHAEFFER, HERBERT B.....	Ph.....	Prairie View
SCHWAB, BENJAMIN T.....	Ph.....	Clay Center, Neb
SCHIRER, BENJAMIN F.....	Cl.....	Holton, Kans

STAMM, JOHN S.....	Ph.....	Naperville
TILLSON, MABEL L.....	Ph.....	Naperville

JUNIOR CLASS

ALLINGHAM, ROBERT.....	Cl.....	Downers Grove
AREND, LILLIAN MAE.....	Sc.....	Naperville
BALLOU, ALICE RAE.....	M. L.....	Naperville
ERFFMEYER, FLORENCE.....	Ph.....	Kansas City, Mo
FEIK, LEWIS W.....	Cl.....	Mendota
GAMERTSFELDER, W. S.....	Cl.....	Tiverton, Ohio
GRUTZMACHER, EMIL.....	Ph.....	Paynesville, Minn
HIGGINS, COLIN.....	Sc.....	Naperville
KNIES, MYRTLE.....	Ph.....	Naperville
LEEDY, ROY B.....	Cl.....	Fremont, Ohio
LOOSE, C. D.....	Cl.....	Monroe, Mich
MATTILL, ANDREW J.....	Sc.....	St. Joseph, Mo
MILLER, EDWIN.....	Ph.....	New Hamburg, Ont
PRIEM, HARRY W.....	Sc.....	St. Ansgar, Ia
ROLLER, C. I.....	Ph.....	Newark, N. Y
ROLLER, G. H.....	Cl.....	Newark, N. Y
SCHIRMER, W. W.....	Ph.....	Holton, Kans
SCHROEDER, LENA MAE.....	Ph.....	Geneva, N. Y
SMITH, CLINTON F.....	Ph.....	La Porte City, Iowa
STAUFFACHER, A. D.....	Cl.....	Monroe, Wis
VAUBEL, DANIEL.....	Ph.....	Washington
WEIDE, LOUIS.....	Ph.....	Yates Center, Kans

SOPHOMORE CLASS

BEHRNS, JERRY.....	Ph.....	Cullon
BRAND, ED. F.....	Ph.....	Farmington, Wash
BROWN, ELSIE E.....	Sc.....	Holdrege, Neb
BUSHWEILER, R. A.....	Ph.....	Neshkoro, Wis
DIVAN, NORA C.....	Ph.....	Naperville
ELMER, MANUEL.....	Sc.....	Monroe, Wis
GIESE, ELSIE.....	Ph.....	Batavia
GRAPER, ELMER D.....	Cl.....	Mackey, Ind
JAHN, A. E.....	Ph.....	Summer, Ia
KELLERMAN, H. ARTHUR.....	Ph.....	Dashwood, Ont
LEFFLER, ADA B.....	Ph.....	Naperville
LIPP, H. A.....	Ph.....	Brandon, Wis
LOOSE, RALPH W.....	Cl.....	Naperville
MERRICK, KENNETH R.....	Sc.....	Elburn
MUELLER, A. J.....	Sc.....	Racine, Wis
OEHLERKING, J. H.....	Ph.....	Elmwood, Neb
OERTLI, IRA.....	Sc.....	Holmes, N. Dak
PIPER, W. A.....	Sc.....	Union Hill

PIPER, B. A.....	<i>M. L.</i>	Union Hill
POHLY, WM.....	<i>Ph</i>	Owosso, Mich
RIPPBERGER, WALTER.....	<i>Sc</i>	Elgin
ROWLAND, HAZEL E.....	<i>Ph</i>	Holdrege, Neb
SCHILLING, W. E.....	<i>Ph</i>	Brillion, Wis
SCHMALZRIED, ELMER.....	<i>Ph</i>	Andrews, Ind
SCHMIDT, MARK E.....	<i>Sc</i>	Blue Earth, Minn
SCHRADER, S. E.....	<i>Ph</i>	Carlingford, On
SCHUTZ NETTA.....	<i>Ph</i>	Naperville
SEDER, RAYMOND.....	<i>Ph</i>	Eau Claire, Wis
SEDER, VELMA.....	<i>Ph</i>	Kasson, Minn
SHISLER, WM. R.....	<i>Ph</i>	Green Spring, Ohio
TEICHMAN, A. E.....	<i>Sc</i>	Aberdeen, S. Dak
UMBACH, LULU.....	<i>Sc</i>	Naperville
VOEGLEIN, ALICE.....	<i>Ph</i>	Falls City, Neb
WAHL, C. B.....	<i>Ph</i>	Paton, Ia
ZABEL, W. L.....	<i>Ph</i>	Holton, Kans
ZEMMER, H. H.....	<i>Sc</i>	Columbiaville, Mich

FRESHMAN CLASS

BAUMGARTNER, IRVING L.....	<i>Ph</i>	Sumner, Ia
BERGER, EFFIE.....	<i>Sc</i>	Naperville
BREITHAUP, LOUIS O.....	<i>Sc</i>	Berlin, Ont
BROADBOOKS, EDITH.....	<i>Ph</i>	Attica, N. Y
DANUSER, MABEL.....	<i>Ph</i>	Dodge, Wis
ETZELMUELLER, WEINA.....	<i>Ph</i>	La Crosse, Wis
FAUST, EDGAR S.....	<i>Ph</i>	Caro, Mich
FRANK, HERBERT S.....	<i>Sc</i>	Paynesville, Minn
FREEMAN, ALEXANDER R.....	<i>Ph</i>	Naperville
GACKLER, C. F.....	<i>Ph</i>	Naperville
GAMERTSFELDER, J. S.....	<i>Cl</i>	Naperville
HATZ, ESTHER.....	<i>M. L.</i>	Priarie du Sac, Wis
HEMMER, ALBERT E.....	<i>Cl</i>	Somerville, Ind
HOLZMAN, ARTHUR M.....	<i>Ph</i>	Crediton, Ont
KIEKHOFER, BENJ. A.....	<i>Ph</i>	Milwaukee, Wis
KLEMENHAGEN, A. A.....	<i>Sc</i>	Kilburn, Wis
KOEPKE, CARL K.....	<i>Ph</i>	Hanover, Ont
KOLB, J. HARRY.....	<i>Sc</i>	Berlin, Wis
LINDEMAN, ELLA.....	<i>Ph</i>	North Redwood, Minn
LINK, HENRY C.....	<i>Ph</i>	Buffalo, N. Y
MATTILL, P. M.....	<i>Sc</i>	St. Joseph, Mo.
MILLER, NEWTON L.....	<i>Sc</i>	Downers Grove
MUCKS, PAUL.....	<i>Ph</i>	Lake Mills, Wis
RENDER, ARTHUR.....	<i>Ph</i>	Naperville
ROEDERER, IRVIN G.....	<i>Sc</i>	Louisville, Ky

ROTH, BESSIE.....	<i>M. L.</i>	Sharon, Wis
SCHALLER, G. L.....	<i>Ph</i>	Perrysburg, Ohio
SCHRAMMEL, H.....	<i>Ph</i>	Orlando, Okla
SCHWARTZ, F. C.....	<i>Ph</i>	Sturgis, Mich
SCHWEITZER, EDNA.....	<i>M. L.</i>	Hillsboro, Kans
SPRENG, E. PAUL.....	<i>Sc</i>	West Salem, Ohio
TRAUTMANN, HARRY.....	<i>Ph</i>	Forest Jct., Wis
TURNER, M. ELIZABETH.....	<i>Ph</i>	Naperville
VIETH, ARNOLD.....	<i>Sc</i>	Norwalk, Wis
VOEGBLEIN, BELLE.....	<i>Cl.</i>	Falls City, Neb
VOIGHT, H. W.....	<i>Cl.</i>	Kankakee

PREPARATORY SCHOOL

FOURTH YEAR

BLUMER, PAUL E.....	LuVerne, Ia
BLUMER, WILLIAM F.....	LuNerne, Ia
BRANEN, NELLIE.....	Sheridan
BRAUN, MILTON C.....	North East, Penn
BRUNEMEIER, E. H.....	Hubbard, Ia
BRUNEMEIER, H. C.....	Hubbard, Ia
BUYER, J. L.....	San Pierre, Ind
COWLES, ANDREW.....	Plainfield
FAUST, M. E.....	Zurich, Ont
FEIK, F. H.....	LaMoille
FEIK, ROY.....	LaMoille
FRIDAY, VIDA.....	Markesan, Wis
GICK, GEORGE A.....	Moundridge, Kansas
GROTE, WM.....	Elgin
HANNEMAN, H. W.....	Magnolia, Ia
HORN, ALVIN.....	Hazel, S. D
KENDALL, JULIAN.....	Naperville
KLOSS, JENNIE.....	Erie, Mich
KRUEGER, B. R.....	Anselm, N. Dak
LANG, ESTHER.....	Menden, Mich
LINK, GEORGE M.....	West Valley, N. Y
NASH, ARDEE.....	Dunville, Ont
PLAPP, EZRA.....	Naperville
SCHENDEL, F. W.....	Olivia, Minn
SCHENDEL, A. A.....	Renville, Minn
SCHWEITZER, IRVIN L.....	Malta
SONDKER, MATTILL.....	Barnes, Kans
SPEAKER, J. B.....	Naperville
SWANK, O. D.....	Butler, Ohio

WAGNER, G. F.....	Culbertson, Neb
WEILAND, N. J.....	Ross, Ia

THIRD YEAR

BIESTER, FRED.....	Garden, Prairie
DAVIS, ANNA M.....	Holton, Kans
FLESSNER, JOHN H.....	Cullom
GILMAN, A. E.....	South Bend, Ind
GREENE, ARTHUR.....	Naperville
GROENIG, E. D.....	Brainerd, Minn
HAGEMEIERS, H. A.....	Lansing, Ia
HERMAN, MENTOR O.....	Elkhart, Ind
HOFER, E. F.....	Downs, Kans
JAHN, OTTO.....	Sumner, Ia
KIRN, FRED.....	Hersey, Mich
KNECHTEL, J. W.....	Berlin, Ont
KRAUSCHAR, FLORENCE.....	Naperville
LANGENSTEIN, ALMA.....	Dakota
LAU, EDWARD.....	Coloma, Wis
MURBACH, GEO.....	Whitehouse, Ohio
NEUSCHWANDER, ELSIE.....	Dakota
PAETH, C. A.....	Naperville
PETER, LILLIAN.....	Toledo, Ohio
PRODEHL, AUGUST.....	Renville, Minn
RADKE, MILTON.....	Downers, Grove
RADUSCHEL, GUS.....	Sandusky, Mich
RILLING, ROLO.....	Naperville
SCHAUSS, BESSIE.....	Toledo, Ohio
SCHMIDT, WALTER.....	North Redwood, Minn
SEITZ, GEO.....	Carmi
STAUFFER, I. I.....	Naperville
VOGT, W. D.....	Moundridge, Kan
VOIGHT, IRVIN.....	Kankakee
WENDLAND, F. W.....	Winkler, Kans

SECOND YEAR

ANDRUS, MARION.....	Naperville
BLOKER, MELVIN J.....	Lindsey, Ohio
BLUM, G. H.....	Elroy, Wis
BOETTCHER, A. O.....	Bloomer, Wis
DAMM, JACOB.....	Ayton, Ont
EHLERS, E. J.....	Dashwood, Ont
ETZELMUELLER, H.....	LaCrosse, Wis
FASSINGER, R.....	Naperville
FLEGEL, JOHN J.....	Kulm, N. D
GOEHRING, L. A.....	Naperville

GRETZINGER, KARL.....	Winnipeg, Man
GRIESBACH, OTTO.....	LaGrange
GROOS, G. LORENZ.....	Auburn, Ont
HARTER, EDNA.....	Plainfield
HARTER, RALPH.....	Plainfield
HOEFT, GEO. H.....	Aurora, Wis
JAHN, L. EMIL.....	Sumner, Ia
JOSE, SAMUEL.....	Naperville
KAUTH, C. R.....	Rodney, Ont
KRUG, HARRY E.....	Brownsville, Wis
LANG, FLOYD.....	Parkville, Mich
LINTNER, THEO. L.....	Arlington, Wis
LUBACH, EDWARD.....	Chippewa Falls, Wis
RASSWEILER, VIRGIE.....	Naperville
RITZENTHALER, L.....	Prairie View
SCHENDEL, LYDIA.....	Olivia, Minn
SCHMIDT, ALFRED.....	North Redwood, Minn
SCHNEIDER, ELMER A.....	Lark, Wis
SHAFF, A. R.....	Naperville
SHAFFER, ELDON.....	Chenoa
SMITH, HAZEL.....	Naperville
UNGER, ROBERT.....	Naperville
VIETH, THEO.....	Norwalk, Wis
VOELKER, CHAS.....	Berlin, Ont
WEISS, LILLIAN.....	Naperville
WOODS, MABEL O.....	Plankington, S. D

FIRST YEAR

ANTON, EDDIE.....	Waterloo, Ia
ARNOLD, LAURENT I.....	Chicago
BLEILER, JOHN G.....	Monroe, Wis
BROWN, CLARA.....	Fremont, Ohio
BRUNNER, A. J.....	Bonfield
COWLES, SPENCER.....	Plainfield
DORNHEIM, H. E.....	Pittsburg, Pa
ELMER, ALVINA.....	Monroe, Wis
FOSS, DELLA A.....	Dakota
GATTSCHALL, E. L.....	Goodland, Kansas
HEY, MAUD.....	Naperville
HINTZMAN, W. F.....	Monroe, Wis
HOLZHAUSER, MINNIE C.....	Mt. Pleasant, Mich
KASSNER, WILL.....	Milwaukee, Wis
LACHEMEIER, SAM.....	Lehr, N. D
LINTNER, FRIEDA.....	Arlington, Wis
MUENCH, CARL.....	Naperville

REIDT, CHAS.....	Clifford, Ont
REMKE, G. H.....	Huntley, Neb
RICE, ALBERT.....	Emporia, Kans
SCHIRMER, AMANDA.....	Holton, Kans
SYLVESTER, S. H.....	Seymour, Wis
WEBERT, L. G.....	Elk Mound, Wis
WERNER, ED.....	Lamberton, Minn
WINKENWEDER, A. B.....	Naperville

ACADEMIC DEPARTMENT

ABE, WILLIAM.....	Ripon, Wis
ABEL, HENRY E.....	Didsbury, Alta, Can
ABRAHAM, MIKE.....	Ohio
ALBRECHT, H. E.....	Ohio
BANNISTER, DWIGHT.....	Lisle
BARKEI, LOUIS.....	Lisle
BETHKE, TILLIE.....	Bellingham, Minn
BETHKE, GEO.....	Bellingham, Minn
BOETTCHER, W. F.....	Mooretown, Mich
COSMAN, HARVEY.....	Itasca
DRENDEL, JOE.....	Lisle
EICHELBERGER, LORINE.....	Plainfield
EICHELBERGER, HARVEY.....	Plainfield
EICHELBERGER, OSCAR.....	Plainfield
FLEGEL, JOHN A.....	Kulm, N. D
FLEGEL, MARIE.....	Kulm, N. D
GAUGER, HENRY.....	Castlewood, S. D
GELMERS, JERRY.....	Cullom
GOTTSLEBEN, WM. E.....	Yale, Mich
HAZELTON, ERNEST.....	Ritchey
HEHN, I. W.....	Neapolis, Alta, Can
HEISE, HERMAN.....	Arnprior, Ont
HENNING, ANDREW.....	Allison, Ia
HERMANN, H.....	San Francisco, Cal
JAHN, THEO.....	Sumner, Ia
KEITZER, JOHN F.....	Benton Harbor, Mich
KISSNER, WM. A.....	Sleepy Eye, Minn
LAND, OSKAR.....	Juliusburg, Ger
LANG, HELEN.....	Appleton, Minn
LEDEZKY, MABEL.....	Bonfield
LEDEZKY, J. L.....	Bonfield
LOITZ, ALICE R.....	Grant Park
MEHN, WM.....	Ripon, Wis
MERTENS, JAMES.....	Lee

MIGENDT, MARTIN	Neuthausen, Austria
MEYERS, LOREN	Naperville
MEYERS, ADELBERT	Plainfield
MORTON, VICTOR	Downers Grove
OBERHELMEN, H. A.	Barnes, Kans
PAUTZ, W. C.	Arnprior, Ont
RANK, JAMES	New Washington, Ohio
RIEDY, EMMETT	Lisle
RIKLI, WM. M.	Murdock, Neb
SANDAU, REINHOLT	Kulm, N. D
SEEGMILLER, KATHERINE	Petersburg, Ont
STARK, ARTHUR	Plainfield
STURM, JULIA	Manilla, Ia
THOM, OTTO	Brodhead, Wis
WALTER, ERNST	Holmes, N. D
WEBERT, ALVIN	Elk Mound, Wis
WIEBROOK, ELMER	Lisle
WILVERT, THEO	Abilene, Kansas
WITTE, WILVERT	Cottage Grove, Wis
WITTE, MARVIN	Cottage Grove, Wis
YOUNG, LAVETA	Naperville

GERMAN DEPARTMENT

GRADUATES

JAHN, A. E.	Sumner, Ia
KELLERMAN, H. ARTHUR	Dashwood, Ont
KRUEGER, BENJ. R.	Anselm, N. D
SCHILLING, WALTER E.	Brillion, Wis
SCHRADER, S. E.	Carlingford, Ont
WEILAND, N. J.	Ross, Ia

FOURTH YEAR

BRAND, ED. F.	Farmington, Wash
HALMHUBER, W. H.	Detroit, Mich
JAHN, A. E.	Sumner, Ia
KELLERMAN, H. ARTHUR	Dashwood, Ont
KRUEGER, BENJ. R.	Anselm, N. D
NANNINGA, LUCAS	Yates Center, Kans
SCHILLING, W. E.	Brillion, Wis
SCHRADER, S. E.	Carlingford, Ont
SCHROEDER, LENA MAE	Geneva, N. Y
VAUBEL, DANIEL	Washington
WEILAND, N. J.	Ross, Ia

THIRD YEAR

BRUNEMEIER, E. H.....	Hubbard, Ia
MILLER, EDWIN.....	New Hamburg, Ont
OEHLEKING, J. H.....	Elmwood, Neb
SCHENDEL, F. W.....	Olivia, Minn
SCHENDEL, A. A.....	Renville, Minn
WEIDE, LOUIS.....	Yates Center, Kans

SECOND YEAR

BAUMGARTNER, IRVING.....	Sumner, Ia
BLUM, GUS. L.....	Elroy, Wis
BOETTCHER, A. O.....	Bloomer, Wis
BRUNEMEIER, H. C.....	Hubbard, Ia
DAMM, JACOB.....	Ayton, Ont
FAUST, M. E.....	Zurich, Ont
GACKLER, C. F.....	Naperville
GICK, GEO. A.....	Moundridge, Kans
GIESE, ELSIE.....	Batavia
HIMMEL, Ed.....	Radcliffe, Ia
KOEPKE, CARL.....	Hanover, Ont
LAU, ED.....	Coloma, Wis
SCHIRMER, W.....	Holton, Kans
SEDER, VELMA.....	Kasson, Minn
TEICHMAN, A. E.....	Aberdeen, S. D
TRAUTMANN, H.....	Forest Jct. Wis
WAGNER, G. F.....	Culbertson, Neb

FIRST YEAR

BLEILER, J. G.....	Monroe, Wis
BOETTCHER, W. F.....	Mooretown, Mich
BREITHAUP, L. J.....	Berlin, Ont
FLEGEL, J. J.....	Kulm, N. D
GRETZINGER, KARL.....	Winnepeg, Man
GROOS, G. L.....	Auburn, Ont
HEMMER, A. E.....	Somerville, Ind
HINTZMAN, W.....	Monroe, Wis
HOEFT, GEO. H.....	Auroraville, Wis
JAHN, OTTO.....	Sumner, Ia
JAHN, L. EMIL.....	Sumner, Ia
JOSE, SAMUEL.....	Naperville
KAUTH, C. R.....	Rodney, Ont
KNECHTEL, J. W.....	Berlin, Ont
KOEPKE, C.....	Hanover, Ont
KRUG, HARRY.....	Brownsville, Wis
LINTNER, THEO.....	Arlington, Wis
LUBACH, ED.....	Chippewa Falls, Wis

PETER, LILLIAN.....	Toledo, Ohio
PRODEHL, AUGUST.....	Renville, Minn
SCHENDEL, LYDIA.....	Olivia, Minn
SCHMIDT, WALTER.....	North Redwood, Minn
SONDKER, M.....	Barnes, Kans
WERNER, Ed.....	Lamberton, Minn

COMMERCIAL DEPARTMENT

BOOK-KEEPING

ABRAHAM, MIKE.....	Ohio
ALBRECHT, ALBERT.....	Ohio
BEINERT, JUANITA.....	Wymore, Neb
COSMAN, HENRY.....	Itasca
DOLL, EDWIN.....	Prairie du Sac, Wis
ETTNER, LEONARD G.....	Elgin
FRIDAY, W. L.....	Markesan, Wis
GABEL, H. W.....	Didsbury, Alta, Can
GUITHER, BEN.....	Walnut
HOSLER, W B.....	Naperville
KELLER, GEO. J.....	Hazel, S. D
KRUEGER, ELSIE.....	Princeton, Wis
KURTH, WILL.....	Chippewa Falls, Wis
LINNENKOHL, GOTTLIEB.....	Mendota, Wis
SAENGER, ELIZABETH.....	Buffalo, N. Y
SLAFER, EDWIN M.....	Menominee Falls, Wis
SEEBACH, A. J.....	Dysart, Ia
STOCKER, RUBY.....	Fairbault, Minn
STONER, CLAYTON.....	Naperville
VOLKMAN, FRANK.....	Naperville
WALTER, A. G.....	Chatsworth
WENDEL, A.....	LaMoille

SHORTHAND AND TYPEWRITING

DANUSER, MABEL.....	Dodge, Wis
DOLL, EDWIN.....	Prairie du Sac, Wis
FRIDAY, W. L.....	Markeson, Wis
HEHN, PEARL.....	Marion, Kans
HEHN, I. W.....	Neapolis, Alberta
HEPNER, ANNA.....	Naperville
KELLER, G. J.....	Hazel, S. D
KNOSHER, ALMA.....	Naperville
KRUEGER, ELSIE.....	Princeton Wis

KURTH, WILL.....	Chippewa Falls, Wis
LOITZ, MARTHA.....	Grant Park
RADKE, MILTON.....	Downers Grove
TRACHSEL, LYDIA.....	Monroe, Wis
UEBRLE, AMELIA.....	Oakfield, Wis
WOODS, MARY.....	Naperville
YENDER, MARY.....	Naperville
YINGLING, GERTRUDE.....	Naperville

SCHOOL OF MUSIC

GRADUATES

BECKENHAUER, ELMA.....	Piano (Certificate)....	West Point, Neb
BERRY, LELA.....	Voice (Certificate).....	Naperville
BOETTGER, ELLA.....	Organ (Certificate).....	Naperville
FEHR, J. F.....	Violin (Certificate).....	Naperville
GOEMBEL, BESSIE.....	Piano (Certificate).....	Prophetstown
KIEN, LORILLA.....	Voice (Certificate).....	Naperville
SHAIBLE, CLARA.....	Voice (Certificate).....	Hartley, Iowa
SCHWEITZER, EDNA.....	Piano (Certificate).....	Hillsboro, Kans
WAGNER, JEANETTE.....	Organ (Certificate); Piano (Special)....	Bonfield

ANDRUS, HELENA.....	Voice	Naperville
AUKES, HELMUTH.....	Violin, Piano.....	Wellsburg, Ia
BALLOU, ALICE.....	Violin	Naperville
BAUMGARTNER, I.....	Voice.....	Sumner, Ia
BECKENMAUER, ELMA.....	Piano, Voice.....	West Point, Neb
BEINERT, JUANITE.....	Piano.....	Wymore, Neb
BERRY, LELA.....	Voice	Naperville
BETHKE, TILLIE.....	Piano.....	Bellingham, Minn
BLUMER, W. E.....	Voice, Harmony.....	LuVerne., Ia
BOECKER, GERTRUDE.....	Piano, Voice.....	Naperville
BOECKER, ERNA..	Voice	Naperville
BOECKER, BERNARD..	Violin	Naperville
BOETTCHER, A. O	Voice.....	Bloomer, Wis
BOETTGER, ELLA...Organ, Harmony, Theory, History.....		Naperville
BREITHAUP, LOUIS O.....	Piano, Voice.....	Berlin, Ont
BROWN, ELSIE.....	Piano, Voice, Theory.....	Fremont, Ohio
COLLINS, JOHN.....	Piano.....	Naperville
DANIELS, LILA....	Piano.....	Naperville
DETTMANN, META...Piano, Theory, History.....		Sheboygan, Wis
DETERT, LAURA.....	Piano, Harmony.....	Markesan, Wis
DUEL, HAZEL.....	Piano.....	Naperville

ELMER, ALVINA.....	Piano, Piano, History.....	Monroe, Wis
ETZELMUELLER, H.....	Piano, Harmony.....	Naperville
FEHR, J. F.....	Violin.....	Naperville
FRIDAY, VIDA.....	Voice, Piano.....	Markesan
GAMERTSFELDER, C.....	Voice.....	Naperville
GIESE, ELSIE.....	Piano.....	Batavia
GOCKER, MARIE.....	Piano.....	Naperville
GOEMBEL, HESSIE.....	Piano, Voice, Theory, Harmony.....	Prophetstown
GOETCH, ADELA.....	Piano, History, Theory.....	Mukwanago, Wis
GRETZINGER, KARL.....	Violin.....	Winnipeg, Man
GROMMON, AGNES.....	Piano.....	Plainfield
GUITHER, BEN.....	Piano, Violin.....	Walnut ^t
HAGEMAN, CHARLES W.....	Voice.....	Naperville
HEHN, PEARL.....	Piano, Voice, Harmony, Theory.....	Marion, Kans
HOFFMAN, B.....	Voice.....	Walnut
HUGHES, FLORENCE.....	Piano.....	Naperville
JAHN, OTTO.....	Violin.....	Sumner, Ia
JOSE, CLARA.....	Voice.....	Naperville
KAISER, AMELIA.....	Voice, Piano.....	Marion, N. D
KENDALL, OLIVE.....	Piano.....	Naperville
KIRN, LORILLA.....	Voice, History, Harmony, Theory.....	Naperville
KIRN, DELTA.....	Piano.....	Naperville
KNIES, MIRIAM.....	Voice.....	Naperville
KURTH, WILL.....	Violin.....	Chippewa Falls, Wis
LANG, ESTHER.....	Piano.....	Meuden, Mich
LANG, HELEN.....	Piano.....	Appleton, Minn
LAU, EDWARD.....	Piano.....	Coloma, Wis
LINTNER, THEO.....	Voice.....	Arlington, Wis
LINTNER, FRIEDA.....	Piano, Voice.....	Arlington, Wis
LOITZ, MARTHA.....	Piano, Voice.....	Grant Park
LOITZ, ALICE.....	Piano.....	Grant Park
LOOSE, R. W.....	Voice.....	Naperville
LUBACH, ED.....	Voice.....	Chippewa Falls, Wis
MAECHTELE, SELMA.....	Piano, History.....	Sheboygan, Wis
MANSHARDT, BUELAH.....	Voice.....	Naperville
MATTILL, ANDREW.....	Harmony.....	St. Joseph, Mo
MCKINSTRY, EVALINE.....	Voice.....	Hersey, Mich
MERTENS, JAMES.....	Voice.....	Lee
MUELLER, A. J.....	Voice.....	Racine, Wis
OBRIGHT, MYRTLE.....	Piano.....	Naperville
PUFFER, LELA.....	Voice.....	Downers Grove
RUMPLE, ALTA M.....	Piano, Voice.....	Geneva, Ind
SAMP, LAURA.....	Voice, Piano, Harmony, Theory.....	Mason City, Neb
SCHAIBLE, CLARA.....	Voice, Piano, Theory.....	Hartley, Ia
SCHAUSS, BESSIE.....	Piano.....	Toledo, O
SCHILLING, W. E.....	Voice.....	Brillion, Wis

SCHIRMER, AMANDA.....	Voice.....	Holton, Kans
SCHMAIZRIED, ELMER..	...Voice....	...Andrews, Ind
SCHUTZ, BERTHA M.....	Piano, Organ, Theory.....	Naperville
SCHUTZ, NETTA.....	Voice.....	Naperville
SCHWEITZER, EDNA..	Piano, Organ, Theory...	Hillsboro, Kans
SEEGMILLER, KATHERINE..	Piano, Voice.....	Petersburg, Ont
SONDKER, M. A.....	Voice.....	Barnes, Kans
STAUFFACHER, ESTHER.	Piano, Voice, Harmony.....	Monroe, Wis
STAUFFACHER, MARY.	Piano, Voice, History.....	Monroe, Wis
STOCKER, RUBY.....	Voice.....	Faribault, Minn
TEICHMAN, A. E.....	Voice.....	Aberdeen, S. D
TRACHSEL, ANNA.....	Voice, History.....	Monroe, Wis
TRACHSEL, LYDIA.....	Voice.....	Monroe, Wis
UEBELE, AMELIA.....	Voice.....	Oakfield, Wis
VAUPEL, LOUISE.....	Piano, Harmony.....	Bellingham, Minn
VOEGELEIN, BELLE.....	Voice.....	Falls City, Neb
WAGNER, JEANETTE..	Piano, Organ, Counterpoint.....	Bonfield
WEBERT, L. G.....	Voice.....	Elk Mound, Wis
WEIDE, EDA.....	Voice, Piano.....	Yates Center, Kans
WENDELL, A.....	Violin.....	LaMoille
WENDLAND, F. W.....	Voice.....	Winkler, Kans
WIENER, ROSE.....	Piano.....	Naperville
YOUNG, LAVETTA.....	Piano.....	Naperville

ART DEPARTMENT

AUSTIN, GRACE.....	Tooled Leather.....	Naperville
BECKENHAUER, ELMA..	Water Colors, Stencil.....	West Point, Neb
COLLINS, JOHN.....	Pastel.....	Naperville
DANIELS, LILA.....	Water Colors.....	Naperville
DEVITT, ALDA.....	Water Colors.....	Geneva, N. Y
ESTER, EVA.....	Water Colors.....	Naperville
FRIDAY, VIDA... ..	Water Colors, Oil, Burnt Wood, Leather.	Markesan Wis
FRIDAY, WILBUR.....	Tooled Leather.....	Markesan, Wis
HATZ, CORA... ..	Tooled Leather, Water Colors.....	Prairie du Sac, Wis
HEHN, PEARL.....	Water Colors, Oil.....	Marion, Kans
HERTEL, MRS. J.....	Tooled Leather.....	Naperville
HERTEL, HEROLD.....	Oil.....	Naperville
HILGENFELD, S. F.....	Drawing.....	Falls City, Neb
JOHNSON, CARRIE....	Burnt Wood, Stencil.....	Caledonia, Mich
JOSE, CLARA.....	Oil, Water Colors, Leather...	Naperville
KAISER, AMELIA..	Stencil, Burnt Wood, Water Colors....	Marion, N. D
KEENEY, MRS. W.....	Water Colors.....	Naperville
KIEKHOEFFER, LUELLA.....	Tooled Leather.....	Naperville
KIRKUP, FLORENCE.....	Tooled Leather.....	Naperville

LEITENBURGER, LULU.....	Oil, Water Colors.....	Naperville
McKINSTRY, EVALINE.....	Oil, Water Colors....	Hersey, Mich
NONNAMAKER, MRS. M. E .	Water Colors.....	Naperville
PRATT, MAUDE.....	Water Colors.....	Naperville
ROYCE, ABIGAIL.....	Water Colors.....	Naperville
SAMP LAURA.....	Water Colors, Leather.....	Mason City, Neb
SCHAUSS, BESSIE.....	Drawing.....	Toledo, Ohio
SEEGMILLER, KATHERINE...	Water Colors.....	Petersburg, Ont
STARK, BYRON.....	Water Colors.....	Naperville
STAUFFACHER, ESTHER..	Drawing, Water Colors, Stencil....	Monroe, Wis
STONER, LOTTIE.....	Water Colors.....	Naperville
TRACHSEL, LYDIA.....	Drawing, Water Colors.....	Monroe, Wis
UMBACH, LULU.....	Water Colors.....	Naperville
VAUPEL, LOUISE....	Water Colors, Leather.....	Bellingham, Minn
WAHL, C. B.....	Water Colors, Burnt Wood.....	Paton, Ia
WEHRLI, CALETTA.....	Water Colors.....	Naperville
WEIDE, EDA.....	Water Colors, Oil, Stencil.....	Yates Center, Kans
WERNER, MISS.....	Water Colors.....	Detroit, Mich
WOODS, MABEL.....	Water Colors.....	Plankington, N. D

SUMMARY

College Department

Graduate Students.....	7
Seniors.....	20
Juniors.....	22
Sophomores.....	36
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Preparatory Department

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Third Year.....	30
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.....	55
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German Department

Pure German.....	58
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Commercial Department

Bookkeeping.....	22
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Music Department

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Organ.....	4
Violin.....	9
Voice Culture.....	50
History, Theory and Harmony.....	22
Singing Classes.....	44
Total Omitting Repetitions.....	134

Art Department

Painting and Drawing.....	38
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Department of Physical Culture

.....	42
Total.....	714
Deduct for repetitions.....	264
Whole number of Students.....	450

OFFICERS OF ALUMNI ASSOCIATION

For 1908-1909

President,

THOMAS FINKBEINER, '94

First Vice-President,

W. B. RILLING, '90

Second Vice-President,

F. A. LARCK, '84

Secretary and Treasurer,

ROSE BARNARD, '06

Executive Committee,

THOMAS FINKBEINER, '94

W. B. RILLING, '90

ROSE BARNARD, '06

LIST OF THE ALUMNI

Class of 1866

B F Dreisbach, Farmer.....Circleville, Ohio
 Laura A Pratt, (Mrs A Corbin).....Plainfield
 Florence Sims, (Mrs A Jordan).....Ottawa

Class of 1867

Chas A Bucks, A M, B D, Retired Minister.....Aurora
 Mellisa Davis, (Deceased).....
 Mattie H Dreisbach, (Mrs L M Ernst).....Raeco, Wash
 E C Hager, A M, LL B, Banker, (Died February 7, 1902).....
 Mary A Knobel, (Mrs Spangler, Died August 29, 1907).....
 Anna M Rohland, (Mrs Chas A Bucks).....Aurora

Class of 1868

Stephen Gascoigne, Minister.....Noyakima, Wash
 H H Rassweiler, A M, State Agent N A Insurance Co....Naperville
 Ella Young, (Mrs E W Hicks, Died February 11, 1902).....

Class of 1869

Libbie Chinn, (Mrs A W Sindlinger).....Denver, Col
 Ella E Hager, (Mrs Chas Fraser, Died April 6, 1883).....
 Geo W Sindlinger, A M, Prof of Greek, N W College....Naperville

Class of 1870

Maria E Murray, (Died December 29, 1876).....
 G C Knobel, A M, B D, With Children's Home-Finding So. Chicago
 C F Rassweiler, A M.....Naperville

Class of 1871

Amanda J Dillman, (Died December 1, 1906).....
 Mary E Foran, (Mrs Dougherty).....Chicago
 L W Yaggy, M S, Capitalist.....Lake Forest

Class of 1872

C C Beyrer, M S, Minister.....South Bend, Ind
 T L Haines, A M, Central School Supply Co.....Chicago
 Chas N Hazelton, M S, M D, Physician.....Morrison
 Chas Nauman, M S, M D, Physician.....Circleville, Ohio
 Susie Neiswender, (Died October 13, 1877).....

Class of 1873

J W Ferner, M S, Minister.....Tabor, Iowa
 Duncan McGregor, A B, Minister.....

Class of 1874

John C Augenstein, M S, M D, Physician.....Batavia
 Dan F Higgins, M S, LL B, Attorney at Law, (Died March 25, 1909)
 David Saseen, M S.....
 Peter E Triem, A M, M D, Physician.....Manchester, Iowa

Class of 1875

Rose M Cody, M S, At Home.....	Chicago
Hiram S Cody, M S, (Died March 2, 1879).....	
Ida T Goodrich, H E L, At Home.....	Naperville
Albert Goldsponh, M S, M D, Physician and Lecturer Post Graduate Medical College.....	Chicago
Mary L Hanna, M S, (Mrs Beidler).....	Hinsdale
Nannie L Sevier, M E L, (Mrs Guy Sabin).....	Jonesboro, Tenn
J W Troeger, A M, Principal Public School.....	Chicago

Class of 1876

Myron J Ewing, A M, M D.....	Findley, Ohio
H H Goodrich, A M, LL B, Attorney at Law, (Died January 7 1906	
Casper Hatz, M E L, Merchant.....	Aberdeen, S Dak
Emma Hannah, M E L, At Home.....	Romulus, N Y
Chas H Hobart, M E L, Minister.....	Oakland, Cal
W F Krahrl, M S, Real Estate Agent.....	Houston, Tex
Elizabeth F Marsh, M S, (Mrs B C Davies).....	Monrovia, Cal
J K Rassweiler, A M, (Died September 18, 1897).....	

Class of 1877

Henry Arlen, A M, Minister.....	Winona Lake, Ind
Augustus Haefele, A M, Minister.....	Joliet
Lizzie Keiper, M S, (Mrs F G Stauffer).....	Chattanooga, Tenn
Henry Schneider, M S, Minister.....	Colorado Springs, Colo
L M Umbach, A M, Professor of Biology and Geology N W College.....	Naperville

Class of 1878

C H Dreisbach, A M, Minister.....	Redfield, S Dak
S J Gamertsfelder, A M, D D, Ph D, Principal U B Inst..	Naperville
Mollie L Jones, L E L, (Mrs Baker).....	Manhattan
Carrie N Lewis, L E L.....	Sanitarium, Cal
Ida V Manbeck, L E C, (Mrs Augustus Haefele.....	Joliet
Thomas Murray, A M, Minister, (Died April 7, 1883).....	
Geo H Schneider, L L E, Real Estate Agent.....	Chicago
J F Schlosstein, B S, Editor.....	Cochrane, Wis
Jeanette Shaw, L E L, Teacher.....	Chicago
Clara A Wood, L E L, (Mrs Gibbs)	
Thomas W Woodside, M S, Missionary.....	Beguella, Angola, Africa

Class of 1879

A B Augustine, A M, Principal Public Schools, Died April 10, 1909	
Arthur R Cody, A M, LL B, Attorney at-Law.....	Chicago
A R Fouser, L E L, M D, Physician.....	Joliet
M Nellie Good, M S, (Mrs Geo H Schneider).....	Chicago
Cora P Hide, M S, (Mrs C H Dreisbach).....	Redfield, S Dak
H F Kletzing, A M, Publisher.....	Naperville
J F Kletzing, A M, Principal Public Schools.....	Chicago
Jennie Lundy, L E L, (January 12, 1883).....	
Rose M Meck, L E L, (Mrs S L Umbach, Died January 3, 1897).....	
J S Reinhart, M S, Minister, (Died September 9, 1893).....	
H J Shoemaker, M S, M D, Physician.....	Lock Haven, Pa
J C Ziegler, M S, Minister.....	Cleveland, Ohio

Class of 1880

Ida M Butts, L E L, (Mrs Beem, Died January 3, 1890).....	Naperville
May I Crampton, L E L, (Mrs Andrus).....	Naperville
I K Devitt, L E L, Minister.....	Oleon, N Y
Etta Dexter, L E L, (Mrs R A Cushman, Died March 14, 1904).....	Naperville
Jennie E Goodrich, M S, At Home.....	Naperville
Bessie A Hodges, L E L, (Mrs P H Pilcher).....	Amboy
A H Huelster, A M, Auditor.....	Oak Park
J L Nichols, A M, Publisher, (Died August 18, 1895).....	Scranton Pa
Sarah S Story, M S, (Mrs Green).....	Scranton Pa
William Waltz, A M, Professor Jurisprudence University Law School.....	Bangor, Mo
E C Wicks M S LL B, Attorney-at-Law.....	Mendota

Class of 1881

Irving Goodrich, L E L, Farmer.....	Naperville
D M Haines, L E L, (Died July 12, 1901).....	Aurora
R H Holcomb, A M, Real Estate Agent.....	Aurora
H S Raymer, B S, M D, Physician.....	Cedar Rapids, Iowa
J J Stoll, M S, M D, Physician.....	Chicago
O B Stanard, A M, M D, Physician, (Died August 14, 1901).....	Oregon City, Ore
J C Zinser, M S, Principal Public Schools.....	Oregon City, Ore
F W Zollman, B S, LL B, Deputy State Attorney.....	St Paul Minn

Class of 1882

Emma G Dreisbach, M S, (Mrs T W Woodside).....	W C Africa
Moses C Fry, B S, Merchant.....	Kurtzville, Ont
Kezzie Keiper, L E L, (Mrs S H Baumgartner).....	Indianapolis, Ind
U B Kletzing, A B, in the employ of E J & G Ry.....	Glencoe
M Naomi Kletzing, L E L, (Mrs Kaercher).....	Sebewaing, Mich
Ira J Schott, L E L, M D.....	Naperville
Mary Valentine, L E L, (Mrs S E Taylor).....	Fairfield
A Lizzie Wagner, L E L, (Mrs Keck, Died November 29, 1887).....	

Class of 1883

W F Benkelman, B S.....	Grayling, Mich
Allie M Bell, L E L, (Mrs Taylor).....	Naperville
Mary S Bucks, M L, Preceptress and Professor of English Language, N W College.....	Naperville
Belle C Hunter, L E L, Teacher in High School.....	Mt Carrol
C W A Lindeman, B S, Merchant.....	Ottawa
T Claire Luse, A M, Minister.....	Richmond, Mass
N Allie Norbury, L E L, Teacher, (Died October 27, 1898).....	
Rose K Pfeiffer, B S, (Mrs Luse, Died June 3, 1884).....	
Zizzie B Schreiner, B S, (Mrs G W Moyer).....	Salt Lake City, Utah
Mary D Stanger, B S, (Mrs Entorf).....	Canon City, Col
E F Steffen, B S, (Died September 9, 1906).....	
W L Walker, A B, Real Estate Agent.....	Chicago

Class of 1884

Laura M Beyers, L E L, (Mrs E W Hue'ster).....	Homer, N Y
William Caton, A B, Minister.....	Aurora
Carrie Dahlem, L E L, (Died June 13, 1891).....	
Lida A Griswold, L E L, (Mrs C E Bradley).....	Plano
F A Larck, A M, Principal Harriet Beecher Stowe School...	Chicago
Mary A Messner, B S, (Mrs F A Larck, Died July 6, 1898).....	
W A Schultz, L E L, Minister.....	Polo
W O Seibert, B S, Teacher.....	

Class of 1885

E B Baldwin, A M, Artic Explorer.....New York City
 Elizabeth Barnard, M S, (Mrs J L Nichols).....Naperville
 S K Heebner, B S, (Died October 16, 1893).....
 Ella M Heidner, M S (Mrs S W Goss).....Indianapolis, Ind
 Naomi Knight, A M, (Mrs O M Easterday).....Palo Alto, Cal
 Emma L Muerner, L E L, Christian Work.....Naperville
 S T Schneider, L E L, Teacher, (Died August 18, 1893).....
 S C Schneider, B S Merchant.....Chicago
 H C Schultz, L E L, Cashier of Bank.....Waterloo, Ia
 Anna E Shortess, A B, (Mrs I C Yeakel).....Baltimore, Md
 Enos M Spreng, A M, Ass't Editor Evangelical Messenger
Cleveland, Ohio
 J H Stube, B S, Principal Jonathan Burr School.....Chicago

Class of 1886

Carrie J Beyers, L E L, (Mrs W Strohecker).....Chicago
 Mattie Beckman, L E L, (Mrs C Strubler).....Naperville
 R B Ballou, L E L, (Died July 5, 1886).....
 L E Dickenson, L E L, LL B, Attorney-at-Law.....Chicago
 G J Kirn, A M, Ph D, Professor of Apologetics and Biblical
 Instruction, N W College.....Naperville
 L E Knecht, B S, L L B, Attorney-at-Law.....Chicago
 J G Litt, A M, Minister.....Sebringville, Ont
 Maggie J Paterson, L E L, (Mrs Geo Schmidt).....Lake Forest
 E C Rickenbrode, A M, Minister.....Coopertown, Pa
 Sophia Schultz, B S, At Home.....Stockton
 S S Stanger, M S, Publisher.....Chicago

Class of 1887

S H Baumgartner, L E L, Minister.....Indianapolis, Ind
 H C Bechtel, L E L, Minister.....Sprague, Wash
 E C Breithaupt, L E L, (Died January 27, 1897).....
 W E Clymer, L E L, M D, Physician.....Mt Corey, Ohio
 D F Fox, L E L, D D, Minister and Lecturer.....Chicago
 W D Huddle, B S, Minister.....Perrysburg, Ohio
 A Y Haist, B S Minister.....Berlin, Ont
 Louis Heininger, B S, LL B, Attorney-at-Law.....Washington, D C
 W L Lerch, A M, Ass't Manager German Insurance Co.....Chicago
 Hattie C Miller, B S, (Mrs S Stevens).....Naperville
 J W Michael, L E L, Minister.....Cedarville
 Ida M Pahlman, L E L, Principal Public Schools.....Chicago
 James I Seder, A M, Minister.....Eau Claire, Wis
 E F Seager, B S, LL B, Attorney-at-Law.....Fremont, Ohio
 L H Seager, L E L, Editor Evangelical S S Literature...Cleveland, Ohio
 A H Utzinger, M S, Minister.....Mankato, Minn
 Ira J Schmucker, L E L, Traveling Salesman.....Gibsonburg, Ohio

Class of 1888

E W Averill, A B, Minister.....Peru, Ind
 Hope R Cody, B S, LL B, (Died November 7, 1899).....
 J G Fidler, A B, Minister.....El Paso
 J A Hielscher, L E L, M D, Physician.....St Paul, Minn
 Cora L Haines, L E L, (Mrs Jas Boyer).....Adamsville, Mich
 Ellen S Haines, L E L, Teacher.....South Bend, Ind
 Peter C Koch, A B, Minister.....Macquoketa, Iowa
 H A Kramer, A M, Ass't Editor S S Literature.....Cleveland, Ohio

E L Kletzing, A M, Principal Rose Hill Schools.....Chicago
 J J Klopp, L E L, Minister.....Stanton, Neb
 S R Meck, L E L, Principal George Washington School.... Chicago
 Laura E Muerner, L E L, At Home.....Naperville
 Zilia Mather, L E L, (Died September 28, 1890).....
 Frank C Neitz, A M, Minister.....Naperville
 H Plantikow, L E L, Minister.....Minneapolis, Minn
 W F Ross, A B, Farmer.....Havelock, Iowa
 Fannie E Smith, M S, (Mrs F Hildreth).....Terre Haute, Ind
 J A Snyder, A B, Fruit Business.....New Orleans, La
 Jennie M Thompson, L E L, (Mrs G Losey).....Lincoln, Neb

Class of 1890

Blanche H Belmont, B S, (Mrs W L Lerch).....Chicago
 J H Breasted, A M, Ph D, Professor of Egyptology, University
 of Chicago.....Chicago
 Emma L Lerch, B S, Matron Sanitarium.....Pasadena, Cal
 W B Rilling, L E L, Minister.....Naperville
 Mattie E Smith, A B, (Mrs R E Travis).....Belleville, N J
 C W Wagner, L E L.....Zion City

Class of 1891

G C Gasser, M S, B D, Minister.....Oswego
 W A Schutte, A M, Minister.....Chicago
 H C Schluter, M S, Minister.....Radcliffe, Iowa

Class of 1892

J A Hertel, B S, Hertel & Jenkins Company.....Naperville
 J L Strohm, B S, LL B, Attorney-at-Law.....San Antonio, Tex

Class of 1893

Anna D Elfrink, B L, (Mrs Brough).....Hebron, Ind
 Carrie Gamertsfelder, B S, Teacher Orphan Home.... Flat Rock, Ohio
 Mary Gamertsfelder, B S, Missionary.....East Africa
 W H Gamertsfelder, B S, Minister, (Died May 9, 1909).....
 C F Hillman, M S, Minister.....Dumont, Iowa
 G W Miller, B S, Minister.....Lorain, Ohio
 Eldon Rannie, B S, Farmer.....Argos, Ind
 M Schoenleben, B S, B D, Minister.....St Paul, Minn
 H M Tayama, A M, B D, Teacher Seminary.....Tokio, Japan

Class of 1894

J H Breish, M S, Minister.....Elkhart, Ind
 Thos Finkbeiner, Ph M, B D, Professor of German N W College
Naperville
 J A Giese, B S, Minister.....Chicago
 A B Haist, B S, Minister.....Olney
 G C Meyer, A M, Minister.....Binghampton, N Y
 G P Nauman, M S, Professor of History and Principal of
 Preparatory School, N W College.....Naperville
 H C Nauman, B S.....Alexandria, Ind
 E E Rife, M S, Physical Director, and Ass't Professor of
 Mathematics, N W College.....Naperville

Class of 1895

J H Brand, Ph B, Minister.....Louisville, Col
 H A Britzius, M S, Principal Public Schools.....Minneapolis, Minn

August Daeschner, Ph M, Principal Public Schools.....Brighton, Col
 O E Ferner, B S, Principal Public Schools.... Radcliffe, Iowa
 Mamie E Heidner, Ph M, (Mrs H D Guelich).....Emporia, Kan
 Clara M Iwan, Ph M, Teacher.....Streator
 J F Oyer, B S, Merchant.....Hennesey, Okla
 L J Stark, B S, LL B, Attorney-at-Law.....Denver, Col
 F P Schumacher, B S, Professor Arkansas Conference College
Siloam Springs, Ark

Class of 1896

C B Bowman, A M, B D, Professor of Classics and Theology
 Schuylkill Seminary.....Reading, Pa
 C P Cawelti, B S, Minister.....Alta Vista, Iowa
 Ezra E Miller, Ph B, General Manager Nichols Publishing
 Company.....Naperville
 M E Nonnamaker, A M, B D, Professor of Physics and Chem-
 istry N W College.....Naperville
 J H Rilling, B S, Minister.....Rochester, Ind
 S C Schaefer, B S, Minister.....Washington
 Clara Smith, B S, (Mrs J C Zehnder).....St Paul, Minn
 H A Smith, A B, Teacher of Music, Theological Seminary.....Chicago
 W H Umbach, B S.....New Hamburg, Ont
 Susie R Wickel, B S, (Mrs L Oswald).....Naperville
 J C Zehnder, B S, LL B, Attorney-at-Law.....St Paul, Minn

Class of 1897

H D Guelich, A M, Director Conservatory of Music.....Emporia, Kans
 S M Hauch, Ph B, Minister.....Stratford, Ont
 G B Kimmel, A B, Minister.....Indianapolis, Ind
 Alden Knickerbocker, B S.....Chicago
 E J Oliver, A B, Minister, (Died April 15, 1901).....
 G F Rassweiler, Ph B, Minister.....Chicago Hights
 Lucy J Smith, B S, (Mrs W L Nauman).....Cleveland, Ohio
 C H Vandersall, B S, Minister.....Mansfield, Ohio

Class of 1898

B F Elfrink B S, M D, Physician.....Chenoo
 Felix M Gingerich, A B, Minister.....Hazelton, Pa
 John J Heilman, B S, Y M C A Secretary.....California
 Walter J Miller, B S, LL B, Attorney-at-Law.....Chicago
 Edna G Sindlinger, A M, R N Principal Nurses' Training
 School, Deaconess Hospital.....Chicago
 S J Umbreit, Ph M, Missionary.....Tokio, Japan
 W A Vandersall, A B, Minister.....Tontogany, Ohio

Class of 1899

Susan M Bauernfeind, Ph M, Missionary.....Tokio, Japan
 Adelaide B Elfrink, B L, (Mrs H Langhorst).....Elmhurst
 Herman A Franzke, Ph B, Minister.....Whitewater, Wis
 Anna Kammerer, Ph M, (Mrs C E Ranek).....Chen Chow Fou, China
 Christina Koch, Ph B, Teacher.....Humbolt, Minn
 Gustavus Krinke, Ph B, Minister.....Morrison, Minn
 Henry L Muerner, Ph B, Minister.....Chesley, Ont
 W L Nauman, Ph B, Minister.....Cleveland, Ohio
 Clarence E Ranek, Ph M, Missionary.....Chen Chow Fou, China
 Elmina E Ranek, Ph M, Missionary.....Tokio, Japan
 Frederick H Schoedinger, Ph B, LL B, Attorney-at-Law....Columbus O
 Frederick H Schuermeier, M S, M D, Physician.....Elgin, Ill

Benjamin B Van Kannel, Ph B, Salesman.....New York City
 Florence S Yaggy, A B, (Mrs C H Vandersall).....Mandfield, Ohio

Class of 1900.

Mae E Ballou, B L, (Mrs B Beckman).....Naperville
 Frederick G Behner, A M, Minister.....Xenia, Ohio
 Lafayette L Orth, Ph B, Theological Student.....Evanston
 S A Reik, B S, Merchant.....Danville
 S J Stauffacher, Ph B, Teacher.....Monroe, Wis
 Warren F Teel, Ph M, Principal Schuylkill Seminary...Reading, Pa
 Christian J Wuertz, Ph B.....Wenatchee, Wash
 Elizabeth M Yost, B S, (Mrs R N Ballou).....Naperville

Class of 1901.

Wm E Birr, Ph M, Teacher High School.....Louisville, Ky
 John W Haman, Ph M, Minister.....Silver Creek, N Y
 W C Hallwachs, Ph B, Minister.....Geneseo
 Elva M Harter, M S, (Mrs H H Hendricks).....Everett, Wash
 Herman H Hendricks, A M, LL B, Attorney-at-Law..Everett, Wash
 Luella E Kiekhoefer, Ph M, Professor of French and German
 N W College.....Naperville
 Mayme E Kiekhoefer, Ph M, (Mrs J J Bohlander).Montevideo, Minn
 Edwin D McHose, Ph M, Professor of Science, Schuylkill
 Seminary.....Reading, Pa
 Edward W Niederhauser, Ph B, (Died August 29 1905).....
 Bert Slick, B S, D D S, Dentist.....Naperville
 Chas A Smith, A B, Engineer, (Died October 20, 1908).....

Class of 1902.

Warren A Baker, Ph B, Editor.....New York City
 August Bast, B S Teacher.....Elmwood, Neb
 John J Bohlander, Ph M, Supt of Schools.....Montevideo, Minn
 Edith L Fox, Ph B, (Mrs Brandenburg).....Sturgis, Mich
 John J Franzkie, Ph M, Attorney-at-Law.....Marinette, Wis
 Luella V Granger, M S, (Mrs A C Unger).....Naperville
 Ida L Hatz, Ph B, Preceptress Schuylkill Seminary...Reading, Pa
 Frank W Heilman, Ph B.....Portland, Ore
 Chas Hetche, A B, Teacher.....Vermont
 Winifred D Keller, A B, (Mrs W C Hallwachs).....Geneseo
 Frank Naegli, A B, Medical Student.....Chicago
 H C Powell, A B, Minister.....Loring, Iowa
 Laura Rich, B S, (Mrs M Garman).....Naperville
 Bertha E Simpson, Ph M, Missionary.....East Africa
 Chas C Stettbacher, Ph B Minister.....Luverne, Minn
 W C Uebele, Ph B, Minister.....Baraboo, Wis
 Esmeralda Umbach, B S, (Mrs W J Miller).....Chicago
 Lulu Wagner, Ph B, (Mrs S A Reik).....Danville
 Daniel H Wing, Ph B, Minister.....Hamilton, Ont
 Richard H Zachman, Ph B, Minister.....Oglesby

Class of 1903.

Adam E Diller, B S, M D, Physician.....Aurora
 Jacob H Ehlers, B L, Minister.....Huntly
 Etta L Ernst, B L, (Mrs E Olp).....Evanston
 Nellie Frank, A B, (Mrs Chas A Smith).....Elkhart, Ind
 Ethel Gibson, Ph B, Teacher.....Kayuga, Ind

R L Gress, Ph B, Minister..... W Geneva, N Y
 Ernest Kelhofer, A B, Missionary..... Chen Chow Fou, China
 Lora C Minch, Ph B, (Mrs A Butzbach)..... Chen Chow Fou, China
 O C Penticoff, Ph M, Minister..... Care, Mich
 Clifford D Rarey, B S, Minister..... Ft Wayne, Ind
 A R Rickli, M S, M D, Physician..... Naperville
 F Schumacher, Ph M, Teacher, High School.... Sioux Falls, S Dak
 C J Stauffacher, B S, Medical Student..... Battle Creek, Mich
 R C Stoll, Ph M, Minister..... Lewiston, N Y
 Walter L Wenger, Ph B, LL B, Attorney-at-Law..... Chicago

Class of 1904.

Albert Butzbach, Ph B, Missionary..... Chen Chow Fou, China
 Gustav J Degenkolb, Ph M, Minister..... Pearl City
 Milton G Husser, Ph M, Y M C A Secretary..... Spokane, Wash
 Lillian F Kiekhoefer, Ph M, (Mrs H E Griebenow)... St Cloud, Minn
 Wm H Kiekhoefer, Ph B, Prin High School..... Arcadia, Wis
 Chas F Kliphart, Ph B, Minister..... Canada, Kans
 Delbert C Ostroth, Ph M, Minister..... Detroit, Mich
 Wm W Peter, Ph M, Medical Student..... Chicago
 John F D Schneider, Ph M, Minister..... Columbus, Ohio
 Lawrence Sohl, Ph M, Minister..... South Ridge, Ohio
 Daniel W Staffeld, Ph B, Minister.. Pawtucket, R I
 Edward M Umbach, A M, Minister.. La Moille

Class of 1905.

Chas F Boller, A M, Editor..... Port Allegheny, Pa
 Lester L Bower, Ph B, Teacher in High School.... Cleveland, Ohio
 Geo F Courier, Ph M, Minister..... Chicago
 H E Griebenow, Ph B, Teacher in High School..... St Cloud, Minn
 G R Ingalls, Ph B, County Supt of Schools..... Madison, Minn
 Lena M Lenhardt B L, Teacher..... Lexington, Ky
 F W Luehring, Ph M, Professor in Ripon College..... Ripon, Wis
 C E Maves, Ph M, Minister..... Iron River, Wis
 W A Nonnamaker, M S, Teacher..... Duluth, Minn
 F K Rich, Ph M, Minister..... Manhattan
 J W Schafer, Ph B, Teacher..... Sisseton, S Dak
 Ella M Schneller, Ph M, (Mrs D H Wing)..... Hamilton, Ont
 W H Schuster, Ph M, Minister..... Allegheny, Pa
 Edwin L Theiss, A M, Student Chicago University..... Chicago
 Edward G Vaubel, Ph M, Minister..... Chatsworth, Ill
 A H Voegelien, Ph M, Teacher..... Roco, Neb

Class of 1906.

O M Albig, A M, Instructor in Latin, N W College..... Naperville
 Rose Barnard, B S, At Home..... Naperville
 Leila N Danuser, Ph B, Teacher in High School... Crown Point, Ind
 J G Feucht, Ph M, Minister..... Walnut
 Felix F Herzog, Ph B, Teacher (Died Dec 15, 1907).....
 E E Keiser, Ph B, Minister..... Foreston
 Agnes Peebles, Ph B, Teacher in High School..... Naperville
 Geo Schlafer, Ph B, Teacher..... Dixon
 Frederick S Seegmiller, Ph B, Teacher in High School.... Knoxville
 G A Stierle, Ph B, Minister..... Elberfeld, Ind
 H H Strubler, B S, With Hertel & Jenkins Co..... Chicago

D W Wise, Ph M, Minister	Decatur, Ind
F A Zeller, Ph B, Minister	Mt Cory, Ia

Class of 1907.

Clyde E Boyer, A B, Minister	Indianapolis, Ind
Robert W Duel, Ph B, Teacher in High School	Detroit, Minn
Edwin E Erffmeyer, Ph B, Minister	Atchinson, Kans
Arthur A Franzke, Ph B, Teacher in High School	Paw Paw
Mabel E Gamertsfelder, A B, (Mrs F C Armstrong)	St Ignace, Mich
Theodore L Harder, Ph B, Student	Chicago
Carl A Hirschman, Ph B, Theological Student	Chicago
Charles E Lamale, A B, Theological Student	Chicago
Albert W Marker, A B, Teacher	Logansport, Ind
Paul S Mayer, Ph B, Missionary	Tokio, Japan
William W Nash, Ph B, Minister	San Francisco, Cal
Edwin J. Nickell, Ph B, Minister	Brodhead, Wis
Elmer R Schutz, B S, Teacher in High School	Washburn, Wis
Paul J Speicher, B S, Pres Independent Telephone Co.	Urbana, Ind
Harry E Straub, Ph B, Minister	Naperville
William M Vogel, B S, Principal High School	Brainerd, Minn

Class of 1908.

Chester J Attig, Ph B, Teacher of Science, High School,	Staples, Minn
R M Broadbooks, Ph B, Theological Student	Chicago
Augusta B. Buscho, Ph B, Teacher in High School	Mendota
Edwin F George, Ph B, Teacher in English, Bradley Institute	Peoria
E E Gloege, Ph B, Principal High School	Madison, Minn
Harry W Graunke, Ph B, Minister	Atkinson, Neb
S F Hilgenfeld, Ph B, Student in U B Institute	Naperville
Albert A Krug, Ph B, Student in U B Institute	Naperville
Fannie Lauver, Ph B, Instructor in English, N W College	Naperville
Alice Niederhauser, Ph B, Y W C A Secretary	Milwaukee, Wis
Milton W Strahler, B S, Teacher High School	Des Plaines
Sara Wellner, Ph B, Teacher	San Antonio, Tex

Class of 1909.

G E Alstadt, Ph B, Theological Student, Vanderbilt Univ.	Nashville, Tenn
John M Beck, Ph B, Student in U B Institute	Naperville
R T Daeschner, Ph B, Teacher	Preston, Neb
C E Deetz, B S, Teacher of Science High School	Downers Grove
Lucinda Dennstedt, Ph B, Teacher in High School	Olivia, Minn
Alda L Devitt, Ph B, Teacher in High School	Kewaunee, Wis
Carl C Gamertsfelder, A B	Naperville
Marie Gocker, Ph B	Naperville
A W Gross, Ph B, Teacher	Winslow
Wm H Halmhuber, Ph B, Student in U B I	Naperville
Edward Himmel, B S, Graduate Student N W College	Naperville
Gerald Kirn, Ph B, Teacher of Science, High School	Madison, Minn
W W Krueger, Ph B, Minister	Prairie Farm, Wis
Lucas Nanninga, Ph B, Student in U B I	Naperville
W B Oldt, Ph B, Minister	South Chicago
H B Schaeffer, Ph B, Student in U B I	Naperville
Benj F Schirer, A B, Teacher, Latin and Manual Training	Madison, Minn

Benj T Schwab, Ph B, Student in U B I.....	Naperville
John S Stamm, Ph B, Student in U B I.....	Naperville
Mabel L Tillson, Ph B, Teacher.....	Naperville

Whole Number of Alumni.

Ladies.....	116
Gentlemen.	287
<hr/>	
Total	403

Number Living.

Ladies.....	100
Gentlemen	266
<hr/>	
Total	366

ALPHABETICAL REGISTER OF ALUMNI.

Albig, Orville M.....	'06	Courrier, G F.....	'05
Alstadt, G E.....	'09	Daeschner, August.....	'95
Arlen, Henry.....	'77	Daeschner, R T.....	'09
Attig, Chester.....	'08	Dahlem, Carrie.....	'84
Augenstein, J C.....	'74	Da Nuser, Leila.....	'06
Augustin, A B.....	'79	Davis, Melissa.....	'67
Averill, E W.....	'88	Deetz, C E.....	'09
Baker, Warren, A.....	'02	Degenkolb, G J.....	'04
Baldwin, E B.....	'85	Dennstedt, Lucinda.....	'09
Ballou, Mae E.....	'06	Devitt, I K.....	'80
Ballou, R B.....	'86	Devitt, Alda.....	'09
Barnard, Elizabeth.....	'85	Dexter, Etta.....	'80
Barnard, Rose A.....	'06	Dickinson, L E.....	'86
Bast, August.....	'02	Diller, Adam E.....	'03
Bauernfeind, Susan M...	'99	Dillman, Amanda J.....	'71
Baumgartner, S H.....	'87	Dreisbach, B F.....	'66
Beck, John M.....	'09	Dreisbach, C H.....	'78
Beckman, Mattie.....	'86	Dreisbach, Emma G.....	'82
Behner, F G.....	'00	Dreisbach, Mattie H.....	'67
Beightol, H I.....	'87	Duel, R.....	'07
Bell, Allie M.....	'83	Ehlers, Jacob H.....	'03
Belmont, Blanche.....	'90	Elfrink, Adelaide B.....	'99
Benkleman, W F.....	'83	Elfrink, Anna D.	'93
Beyers, Carrie J.....	'86	Elfrink, B F.....	'98
Beyers, Laura M.....	'84	Ernst, Etta L.....	'03
Beyrer, C C.....	'72	Erffmeyer, E E.....	'07
Birr, W E.....	'01	Ewing, Myron J.....	'76
Bohlander, J J.....	'02	Ferner, J W.....	'73
Boller, Chas F.....	'05	Ferner, O A.....	'95
Bower, Lester L.....	'05	Feucht, Jacob G.....	'06
Bowman, C B.....	'96	Fidder, J G.....	'88
Boyer, C.....	'07	Finkbeiner, Thos.....	'94
Brand, J H.....	'95	Foran, Mary E.....	'71
Breasted, J H.....	'90	Fouser, A R.....	'79
Breisch, J H.....	'94	Fox, D F.....	'87
Breithaupt, E C.....	'87	Fox, Edith L.....	'02
Britzius, H A.....	'95	Frank, Nellie E.....	'03
Broadbooks, R M.....	'08	Franzke, A A.....	'07
Bucks, Chas A.....	'67	Franzke, H A.....	'99
Bucks, Mary S.....	'83	Franzke, John J.....	'02
Buscho, Augusta.....	'08	Fry, Moses C.....	'82
Butts, Ida M.....	'80	Gamertsfelder, S J.....	'78
Butzbach, Albert.....	'04	Gamertsfelder, Carrie....	'93
Caton, William.....	'84	Gamertsfelder, Mary.....	'92
Cawelti, G P.....	'96	Gamertsfelder, W H.....	'93
Chinn, Libble.....	'69	Gamertsfelder, Mabel.....	'07
Clymer, W E.....	'87	Gamertsfelder, Carl.....	'09
Cody, Arthur B.....	'79	Gascoigne, Stephan.....	'68
Cody, Hiram S.....	'75	Gasser, Geo C.....	'91
Cody, Hope R.....	'88	George, Edwin.....	'08
Cody, Rose.....	'75	Gibson, Ethel.....	'03
Crampton, Mae I.....	'80	Giese, J A.....	'94

Gingrich, Felix M.....	'98	Huebner, S H.....	'85
Gloege, E E.....	'08	Huelster, A H.....	'80
Gocker, Marie.....	'09	Huddle, W D.....	'87
Goldspohn, Albert.....	'75	Hunter, Belle C.....	'87
Good, Nellie.....	'79	Husser, Milton G.....	'04
Goodrich, H H.....	'76	Hyde, Cora P.....	'79
Goodrich, Ida T.....	'75	Ingalls, G R.....	'05
Goodrich, Irving.....	'81	Iwan, Clara M.....	'95
Goodrich, Jennie.....	'80	Jones, Mollie L.....	'78
Granger, Luella V.....	'02	Kammerer, Anna.....	'99
Graunke, Harry.....	'08	Keiper, Kezzie.....	'82
Gress, R L.....	'03	Keiper, Lizzie.....	'77
Griebenow, H E.....	'05	Keiser, Edmund E.....	'06
Griswold, Lida A.....	'84	Keller, Wlnifred D.....	'02
Gross, A W.....	'09	Kelhoefer, Ernst.....	'03
Guelich, H D.....	'97	Kiekhoefer, Luella E.....	'01
Gunther, W C.....	'04	Kiekhoefer, Mayme E.....	'01
Haefele, Augustus.....	'77	Kiekhoefer, Lillian.....	'04
Hager, E C.....	'67	Kiekhoefer, W H.....	'04
Hager, Ella E.....	'69	Kimmel, G B.....	'97
Haines, Cora L.....	'88	Kirn, G J.....	'85
Haines, D M.....	'81	Kirn, Gerald.....	'09
Haines, Ellen S.....	'88	Kletzing, H F.....	'79
Haines, T L.....	'72	Kletzing, J F.....	'79
Haist, A B.....	'94	Kletzing, M Naomi.....	'82
Haist, A Y.....	'87	Kletzing, U B.....	'82
Hallwachs, W C.....	'01	Kletzing, E L.....	'88
Halmhuber, Wm H.....	'09	Klopp, J J.....	'88
Haman, J W.....	'01	Kliphart, Chas F.....	'04
Hanna, Mary L.....	'75	Knecht, L E.....	'86
Hannah Emma.....	'76	Knickerbocker, Alden.....	'97
Harter, T L.....	'07	Knight, Luther.....	'02
Harter, Elva M.....	'01	Knight, Naomi.....	'85
Hatz, C.....	'76	Knobel, Mary A.....	'67
Hatz, Ida.....	'02	Knobel, G C.....	'70
Hauch, S M.....	'97	Koch, Christina.....	'99
Hazelton, C N.....	'72	Koch, Peter.....	'88
Heebner, S K.....	'85	Krahl, W F.....	'76
Heidner, Ella M.....	'85	Kramer, H A.....	'88
Heidner, Mamie E.....	'95	Krienke, G J.....	'99
Heininger, Louis.....	'87	Krueger, Wm W.....	'09
Heilman, Frank W.....	'02	Krug, A A.....	'08
Heilman, John J.....	'98	Lamale, C E.....	'07
Hendricks, H H.....	'01	Larek, F A.....	'84
Hertel, J A.....	'92	Lauver, Fannie.....	'08
Herzog, Felix F.....	'06	Lenhardt, Lena M.....	'05
Hetche, Chas.....	'02	Lerch, Emma L.....	'90
Hielscher, J A.....	'88	Lerch, W L.....	'87
Hilgenfeld, S F.....	'08	Lewis, Carrie N.....	'78
Hillman, C F.....	'93	Lindemann, C W A.....	'83
Himmel, Edward.....	'09	Litt, G J.....	'86
Higgins, D F.....	'74	Luehring, F W.....	'05
Hirschman, C A.....	'07	Lundy, Jennie.....	'79
Hobart, Chas H.....	'76	Luse, T Claire.....	'83
Holcomb, R H.....	'81	Manbeck, Ida V.....	'78
Hodges, Bessie A.....	'80	Marker, A W.....	'07

Marsh, Elizabeth F.....	'76	Rassweiler, G F.....	'97
Mather, Zillia.....	'88	Rassweiler, H H.....	'68
Mayer, P S.....	'07	Rassweiler, J K.....	'68
Maves, C E.....	'05	Raymer, H S.....	'81
McGregor, Duncan.....	'73	Reik, S A.....	'00
McHose, Edwin D.....	'01	Reinhart, J S.....	'79
Meck, Rose R.....	'79	Rich, Fred K.....	'05
Meck, S R.....	'88	Rich, Laura.....	'02
Messner, Mary.....	'84	Rickenbrode, E C.....	'86
Meyer, G C.....	'94	Rikli, Arthur.....	'03
Michael, J W.....	'87	Rife, E E.....	'94
Miller, E E.....	'96	Rilling, J H.....	'96
Miller, Hattie C.....	'87	Rilling, W B.....	'90
Miller, Walter J.....	'98	Rohland, Anna M.....	'67
Miller, G W.....	'93	Ross, W F.....	'88
Minch, Lora C.....	'03	Sasseen, David.....	'74
Muerner, Emma C.....	'85	Schaefer, J C.....	'96
Muerner, Laura E.....	'89	Schafer, J W.....	'05
Muerner, Henry L.....	'99	Schaeffer, H B.....	'09
Murray, Maria E.....	'70	Schirer, Benj F.....	'09
Murray, Thomas.....	'78	Schlafer, Geo E.....	'06
Naegli, Frank.....	'02	Schluter, H C.....	'91
Nanninga, Lucas.....	'09	Schlosstein, J F.....	'78
Nash, W W.....	'07	Schmucker, I J.....	'87
Nauman, Chas.....	'72	Schneider, Geo H.....	'78
Nauman, Geo P.....	'94	Schneider, Henry.....	'77
Nauman, H C.....	'94	Schneider, J C.....	'85
Nauman, W L.....	'99	Schneider, J F D.....	'04
Neiswender, Susie.....	'72	Schneider, S F.....	'85
Neitz, Frank C.....	'88	Schneller, Ella M.....	'05
Nickel, E J.....	'07	Schoedinger, Fred H.....	'99
Nichols, J L.....	'80	Schoenleben, M.....	'93
Niederhauser, Alice.....	'08	Schreiner, Lizzie B.....	'83
Niederhauser, E W.....	'01	Schuermeier, F C.....	'99
Nonnamaker, M E.....	'96	Schultz, H C.....	'85
Nonnamaker, W A.....	'05	Schultz, Sophia.....	'86
Norbury, Alice M.....	'83	Schultz, W A.....	'84
Oldt, W B.....	'09	Schumacher, F P.....	'95
Oliver E J.....	'97	Schumacher, Ferd.....	'03
Orth, L L.....	'00	Schuster, W H.....	'05
Ostroth, D C.....	'04	Schutte, W A.....	'91
Oyer, J F.....	'95	Schutz, E.....	'07
Pahlman, Ida M.....	'87	Schwab, Benj T.....	'09
Patterson Maggie J.....	'86	Seager, F E.....	'87
Peebles, Agnes H.....	'06	Seager, L H.....	'87
Penticoff, O C.....	'03	Seder, Jas I.....	'87
Peter, W W.....	'04	Seegmiller, Frederick S...'	'06
Pfeiffer, Rose K.....	'83	Seibert, W O.....	'84
Plantikow, Herman.....	'88	Sevier, Nannie L.....	'75
Pratt, Laura A.....	'66	Shaw, Nettie.....	'78
Powell, H C.....	'02	Shoemaker, H J.....	'79
Ranck, C E.....	'99	Shortess, Anna E.....	'85
Ranck, Elmina E.....	'99	Schott, Ira J.....	'82
Rannie, Eldon.....	'93	Sims, Florence.....	'66
Rarey, C D.....	'03	Simpson, Bertha E.....	'02
Rassweiler, C F.....	'69	Sindlinger, Edna G.....	'98

Sindlinger, G W.....	'69	Uebele, W C.....	'05
Slick, Bert.....	'01	Umbach, Esmerelda.....	'02
Smith, Clara.....	'96	Umbach, E M.....	'04
Smith, Chas A.....	'01	Umbach, L M.....	'77
Smith, Fannie E.....	'88	Umbach, W H.....	'96
Smith, Henry A.....	'96	Umbreit, S J.....	'98
Smith, Mattie E.....	'90	Utzinger, A H.....	'87
Smith, Lucy J.....	'97	Valentine, Mary.....	'82
Snyder, J A.....	'88	Vandersall, C H.....	'97
Sohl, Lawrence.....	'04	Vandersall, W A.....	'98
Spreng, E M.....	'85	Van Kannell, B F.....	'99
Speicher, P J.....	'08	Vaubel, E G.....	'05
Staffeld, Daniel W.....	'04	Voegelein, A H.....	'05
Stamm, John S.....	'09	Vogel, W M.....	'07
Stanard, O B.....	'81	Wagner, C W.....	'90
Stanger, Mary D.....	'83	Wagner, Lizzie A.....	'82
Stanger, S S.....	'86	Wagger, Lulu.....	'02
Stard, L J.....	'95	Walker, W L.....	'83
Stauffacher, C J.....	'03	Waltz, Wm.....	'80
Stauffacher, S J.....	'00	Wellner, Sara.....	'08
Steffen, E F.....	'83	Wenger, W L.....	'03
Stettbacher, C C.....	'02	Wickel, Susie.....	'96
Stierle, G A.....	'06	Wicks, E C.....	'80
Stoll, S J.....	'81	Wing, Daniel H.....	'02
Stoll, R C.....	'03	Wise, David.....	'06
Story, Sarah S.....	'80	Wood, Clara A.....	'78
Strahler, Milton.....	'08	Woodside, Thos W.....	'78
Straub, H E.....	'07	Wurtz, C J.....	'00
Strohm, J L.....	'93	Yaggy, L W.....	'71
Strubler, H H.....	'06	Yaggy, Florence.....	'99
Stuble, J H.....	'85	Yost, Elisabeth M.....	'00
Tayama, H M.....	'93	Young, Ella.....	'68
Teel, Warren F.....	'00	Zachman, R H.....	'02
Theiss, Edwin L.....	'05	Zehnder, J C.....	'96
Thompson, Jennie M.....	'88	Zeller, Francis A.....	'06
Tillson, Mabel L.....	'09	Ziegler, J C.....	'79
Triem, Peter E.....	'74	Zinser, J C.....	'81
Troeger, J W.....	'72	Zollman, F W.....	'81

CATALOGUE

—OF—

Union Biblical Institute

(An Evangelical Theological Seminary)

THIRTY-SECOND YEAR.

NAPERVILLE, ILLINOIS

1908--1909

CALENDAR FOR 1909-1910.

First Term Begins, Tuesday, September 21.

Annual Meeting of the Trustees, Wednesday, October 26.

First Term Ends, Thursday, December 23.

Second Term Begins, Tuesday, January 4.

Second Term Ends, Friday, March 25.

Third Term Begins, Monday, March 28.

Annual Sermon, Sunday, June 12.

Alumni Meeting, Monday, June 13, 2:00 p.m.

Alumni Anniversary, Monday, June 13, 4:00 p. m.

Graduation Exercises, Monday, June 13, 8:00 p. m.

GOVERNMENT.

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Bishop THOMAS BOWMAN, Rev. J. G. SCHWAB,
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FACULTY

Bishop THOMAS BOWMAN, D. D., Principal Emeritus
Allentown, Pa.

Rev. S. J. GAMERTSFELDER, D. D., PH. D., Principal
and Professor of Exegetical and Systematic Theology.

Rev. S. L. UMBACH, D. D., Professor of Historical and
Practical Theology.

Rev. G. J. KIRN, A. M., PH. D., Professor of Apologetics
and Biblical Instruction.

Union Biblical Institute.

Union Biblical Institute is a theological seminary located at Naperville, Ill., on the Chicago, Burlington and Quincy Railroad, about thirty miles west of Chicago. This little city affords a beautiful site for a theological school. Railroad facilities are good, the climate is conducive to health and the government of the city is maintained on Christian principles. While we avoid all the noise and distractions of a large city, we are yet near enough to the chief city of the Middle West to appropriate all its special advantages.

The Institute occupies comfortable rooms in a building on the corner of Loomis and Mechanic streets, in close proximity to Northwestern College. All students have easy access to the College and Institute libraries, as well as to the city library and the Y. M. C. A. reading rooms. The privileges of Literary Societies and Christian Associations may be enjoyed by students of the Institute and the privileges of the Gymnasium and the Athletic Field are also open to them.

THE AIM OF THE INSTITUTE.

Union Biblical Institute is consecrated solely to the education of men for the gospel ministry. Its aim is to instruct candidates for the ministry in the Word of God. The sacred Scriptures, the Old and New Testaments, are the only rule of faith and conduct, and therefore the chief task of the theological seminary is to qualify men to be proficient interpreters of the Word and successful preachers of the gospel of Christ. Its aim is to form men for the gospel ministry who shall truly believe and love the doctrines of our holy religion, and who shall have a heart to expound and proclaim the great truths of human redemption by the grace of God in Christ Jesus. It is to provide for the church laborers and faithful ministers of the New Testament, workmen that need not be ashamed, because they are competent rightly to divide the word of truth. It is the aim of the Institute no less to furnish pastors, humble, earnest,

laborious, tactful pastors, that know how to feed the flock of Christ. It is to provide for the church men qualified to bring the gospel message to the heathen world; to carry the gospel of Christ to those sitting in the regions of darkness, both in home and foreign lands. In short, it is the aim of this seminary to raise up young men qualified to preach the gospel and devoted to the work of the Christian ministry.

Ladies desiring to take elective studies in the Institute, or wishing to pursue a regular Course, in preparation for Christian work either in the home or foreign field, will be admitted, provided they furnish satisfactory evidence that they can pursue the work with profit. It will be required of all such applicants that they present recommendations from recognized Church authority. Ladies admitted are accorded all the privileges of the class room and are subject to the common regulations of the seminary. On the completion of any course they receive a Certificate of their graduation.

COURSES OF STUDY.

The Institute offers the following courses of study:

THE DEGREE COURSE.

THE HEBREW-GREEK COURSE.

THE DIPLOMA COURSE.

It requires two years of thirty-nine weeks each to complete a course.

In the Degree Course the study of the Scriptures in the original languages is made prominent and on its completion the student is entitled to the degree B. D. (Bachelor of Divinity).

The Diploma Course is arranged for students who may not desire to take the Degree Course.

The Hebrew-Greek Course is provided for students who, in addition to the Diploma Course, may desire to study the Bible in the original tongues.

A satisfactory completion of either the Diploma or the

Hebrew-Greek Course entitles the student to a Diploma of the Institute.

Students who do not desire to complete either of the courses may pursue elective studies, provided they possess the necessary qualifications. The choice of such studies is in all cases subject to the approval of the Faculty.

Examinations are required on all branches and are conducted in writing. Instruction is imparted in English, and in German if required. A grade of at least seventy per cent. is required on all subjects in order to complete a course.

ADMISSION OF STUDENTS.

All candidates for admission to the U. B. Institute who are members of the Evangelical Association must bring either a preacher's license or recommendation for such license from the class to which they belong. All other applicants must bring letters from their respective churches, either licensing them to preach or approving of their studying for the ministry, according to the usage of the denomination to which they belong. Students coming from other theological schools must bring letters of honorable dismissal and also their grades in the studies they pursued.

All candidates for admission to the degree course must have completed a college course in which at least three years of Greek is required.

All candidates for admission to the diploma course must have finished a first-class high school course, or be able to furnish satisfactory evidence that they have had preparatory training equivalent to such course. Those who are qualified to enter a diploma course and have had at least two years of preparatory Greek may be admitted to the Hebrew and Greek course.

Any minister of the Evangelical Association who has passed the course of study for junior preachers in an annual conference and has received elder's orders shall be allowed to take special studies in the institute. If such a brother also passes a satisfactory examination in rhetoric, general

history and psychology, he shall be eligible to take up the work of a regular course and on finishing the same receive a diploma.

If any student is engaged in regular preaching, or pursues other studies outside of institute work, he shall not be allowed to take full work in the institute at the same time.

BIBLICAL PHILOLOGY AND INTERPRETATION.

Hebrew.—Hebrew is taught throughout the course. The chief aim of the first year is to gain a thorough knowledge of the elements of the language and to acquire a working vocabulary. Students are drilled in transliteration, in inflection of verbs and nouns, in the elementary principles of syntax and in translation of prose from Hebrew to English and from English to Hebrew.

The second year is devoted chiefly to the study of syntax and the translation and exposition of selected portions of the Old Testament. Gesenius' Hebrew Grammar, revised edition by Dr. Mitchell, is used as the text-book in the study of syntax. In the Fall and Winter terms some of the historical books of the Old Testament are read with special study of the principles of syntax. In the Spring term selections from the Psalms and the Prophets are read.

Greek New Testament.—The study and interpretation of the New Testament is made prominent in the Degree Course. Two hours a week for the first year and two hours a week the second year will be required. Students who have not entered for the Degree Course will be admitted to this class provided they have the sufficient preparatory classical Greek to pursue the study with profit. The first year of this course is devoted to the study of the peculiarities of New Testament Greek, the learning of an extensive vocabulary and the reading of the Gospels and other parts of the New Testament.

The second year is devoted to the study of Burton's Moods and Tenses and the reading and interpretation of doctrinal portions of the New Testament. New Testament Grammars, Lexicons and Critical Commentaries are constantly consulted in the exegesis, and students are required to do

original research in the library by way of comparing various interpretations. The self-testimony of Jesus as found in the Gospel of St. John is made a special subject of investigation. The doctrinal epistles of St. Paul are also studied with the special aim to examine the development of Christian Doctrine as based on the teaching of Jesus.

The Science of Interpretation—This subject is offered in the Spring term of the Junior year and is required in both courses. The study is introduced with a sort review of the history of Hermeneutics in the Christian church; this is followed with the study of the principles of General Hermeneutics. So much is considered necessary preparatory for the study of Old and New Testament Hermeneutics. The different figures of speech found in biblical literature are carefully defined and copiously illustrated by examples from the Scriptures. Special attention is given to the interpretation of types, symbols, parables and allegories. All the principles of interpretation set forth in the text-book are put to practical use in the interpretation of the various kinds of biblical literature. The Bible comes to us in the common forms of human language and it is to be interpreted as we interpret any other literature by rigid application of the laws of thought and language. The supreme aim of this study is to furnish the student with well tested principles of exegesis to qualify him for a rational explanation of the Word of God.

BIBLICAL THEOLOGY.

Old Testament.—Christian Theology has its chief source in the Word of God. What God Himself has said concerning the nature of His being and the destiny of man must ever determine man's thinking on the subject. Five hours a week throughout the Junior year is given to Biblical Theology. The following subjects from the Old Testament are taken up in order: The Doctrines of God; Doctrines of Man; Doctrines of the Covenants; Doctrines of Worship and the Sacrificial Service; History of the Kingdom of Israel; Prophetic Consciousness and Prophecy; the Philosophy of

Ethics of the Books of Wisdom. About twenty weeks are devoted to the study of Old Testament Theology.

New Testament.—Immediately on finishing the Old Testament the class takes up the New. The study begins with the Teachings of Jesus as found in the Synoptic Gospels, followed by the Sayings of Jesus from the St. John Gospel. The teaching of the primitive Apostolic Church is studied from the acts and the epistles of Peter, James and Jude. Considerable time is devoted to Pauline Theology since he has contributed more to mold theology of the Christian Church than any other of the apostles. Paul's discussion of the atonement of Christ, righteousness by faith, the election of the gentiles and the resurrection are made prominent in this connection. The harmony between Peter and Paul is clearly set forth in Petrine Theology. The view that all the writers of the New Testament are in perfect accord on the doctrines of salvation by faith in Christ is made to appear from a proper view of the peculiarities of each separate author. The Holy Spirit who has given us the Scriptures by His own Divine in-breathing does not contradict Himself when He speaks through different human agencies.

HISTORICAL THEOLOGY.

Theological Propædeutics.—The aim of this subject is to give the student an outline of the course of theological study with the main import of each branch. This is to the study of theology what a map is to the study of history—birdseye view of the work. The most important books on the various subjects are also indicated. The subject is taught by a course of lectures during the fall term of the first year. Students are required to pass an examination at the close of the term. For reference "Shaff's Theological Propædeutics," and Crook's and Hurst's "Theological Encyclopedia and Methodology" are used.

Biblical Geography.—A course is offered during the Fall term on this subject. The study comprises the geography of the Biblelands of the Old as well as the New Testament. Bible history is reviewed and the changes in

the boundaries are indicated throughout the periods of Old Testament history. But special attention is given to geography of the New Testament. The journeys of our Lord are traced and the divisions of the country indicated. St. Paul's journeys are followed as given in the Book of Acts and the Epistles. Attention is given to the present condition of the country and recent excavations in the Holy Land. Hurlburt's *Manual of Biblical Geography* is used as text-book. Lectures are also given. Smith's "Historical and Biblical Geography" and Thompson's "The Land and the Book" are used for reference. Good maps are also provided for the use of the students.

Church History.—In this branch a course is offered which continues through the three terms of the first year, and for five hours a week. The aim of the course is to present the history of the church in its various divisions and relations. During the first term the history of the Apostolic church is studied, special attention being given to the beginnings of the church in the West. The persecutions by both Jews and Heathens are followed and the spread of the cause of Christ in the Roman Empire is presented up to the year eight hundred. Medieval history is taken up during the second term, and a part of modern history, to the beginning of the Swiss reformation. Attention is given to the philosophy of history. In the Spring term modern history is continued and special emphasis is placed upon the rise and progress of the Christian church in America. The aim of this course is to present a comprehensive view of the development of Christ's Kingdom on earth. Students are required to write essays in connection with the study of this branch. Fisher's "Manual of Church History" is used as text-book, and Neander's, Shaff's, Kurtz's and Hurst's Church Histories are used as reference books.

History of Missions.—A course on this subject is offered during the first term of the Senior year, the aim of which is to familiarize the student with the rise and progress of missions in the various heathen countries. While the

work of the church in the different periods is recognized, special attention, however, is given to the work of the last century and as carried on at the present time. Bliss's and Warneck's "History of Missions" is the text-book used.

History of Doctrine.—This subject comes in the Senior year and continues during two terms, the Fall and Winter. The course aims to present the development of the cardinal doctrines of the church from the apostolic age to the present time. The philosophies, which exerted so much influence upon theology, are clearly presented as factors in the development of the doctrines. The heresies, both ancient and modern, are pointed out and clear distinctions are shown in the teaching of the churches of our time. Sheldon's "History of Doctrine" is the text-book. Harnack's and Fisher's "History of Doctrine" is recommended for reference.

Biblical Introduction.—A course is offered in the history of the Origin of the Books of the Bible, which aims to present the authenticity, genuineness and credibility of the books of the Old and New Testament. The branch is a literary history of the Bible, from its origin to the present time. The study comes during the Fall term. Occasional lectures are given on the manuscripts and on recently discovered monuments, which furnish proof for the books of the Bible. As text-books Kerr's and Raven's Introductions are used. Reference books, Keil's and Weiss' Introductions.

Comparative Religion.—This subject is offered in the Spring term of the Senior year. The aim is to study the principles of the main heathen religions of the present day and compare them with the fundamental doctrines of the Christian religion. An investigation will show that all heathen religions are ethnic, while the Christian religion is universal; that they contain partial truth, while the Christian religion contains a fullness of truth. That they are destined to decline and pass away, while Christianity will remain and fill the earth with the truth, as it is in Christ Jesus. Menzie's History of Religion and Burrell's "Religions of the World" are used as text-books.

PRACTICAL THEOLOGY.

Homiletics.—This course is offered during the Fall and Winter terms of the second year. The subject deals with the composition and the delivery of sermons, and aims to give the students the principles upon which the sacred discourse is constructed. These principles are studied during the first term, and during the second term they are applied. The students are required to present sketches of sermons daily, for criticism. Phelps' Theory of Preaching is used for text-book. Hoppin's and Fisk's Homiletics are used as reference books.

Pastoral Theology.—This subject is offered in the Senior year, and the last term. The aim is to present to the student the importance of the care of souls, and the work of the minister outside of the pulpit. The subject is treated by the Professor of this department in the form of lectures.

Church Discipline.—During the last term of the Senior year this subject is treated. The aim is to give the student a clear view of the polity of our Church and of the rules of conduct, which are to govern ministers and members. Our book of Discipline is thoroughly reviewed, and subjects are also presented in the form of lectures.

English Bible.—The aim of this study is to make the students familiar with the contents of the Bible. It continues throughout the whole course and the several books of both the Old and New Testaments are taken up in order. The preacher of the Word should know his Bible, and he can learn to know it only by daily and persistent study.

PSYCHOLOGY.

This course investigates the nature of the soul life and the laws that govern its unfoldment in its three fold aspect of intellect, feeling and will. By a thorough acquaintance with the laws that govern its relation to physical nature, to society and to God it aims to furnish a key for the solution of many of the problems of religion and life. It shall also be the aim of this course to study the moods of the soul life

under the different circumstances in which it may be placed in order that the preacher may be able to make an intelligent application of the gospel of Christ for the purpose of meeting its particular needs. Baldwin's "Elements of Psychology" Angell's Psychology and Judd's Psychology are the text-books, largely supplemented by lectures and informal class discussions.

LOGIC.

This course is intended to acquaint the student with the fundamental laws of Deductive and Inductive reasoning for the purpose of enabling him to think consistently in his own efforts as also to detect the logical fallacies in the reasoning of others. Considerable time will be given to the discussion of the principles involved in scientific thought. Throughout the course specimens of thought will be studied in order to test the student's ability to estimate their validity or to detect their fallacy. Jevon's Lessons in Logic, Creighton's Introductory Logic, Minto's Logic and Hibben's Deductive and Inductive Logic are used as text-books.

ETHICS.

The object of this course is to discover those fundamental principles which govern all moral life. Considerable time will be devoted to the study of the manner in which the moral principles have been disclosed in different epochs of human history. The various classical forms in which they have been expressed will receive careful attention for the purpose of furnishing the student a definite rational basis for the application of the ethical teachings of Jesus. It shall, furthermore, be the purpose of this course to show that Christianity with its religious sanctions is the only system that will lift men into perfection and establish an ethically determined brotherhood. This course will be largely given in lecture form based upon the following text-books: Robinson's Principles and Practices of Morality and Dewey and Tuft's Ethics.

APOLOGETICS.

This course aims to show that the religious world view is alone consistent and rational. It pursues the history of the theistic argument and lays special emphasis upon the supernatural origin of the Christian religion. It will also show that the latter alone appeals to the whole personality and touches all the deep springs of human life, thus proving itself the power of God to ennoble the individual and to transform society. Fisher's *Grounds of Theistic and Christian Belief*, Mullin's *Why is Christianity True?*, Schult's *Outlines of a Christian Apologetics* and Kern's *Religion a Rational Demand* will be especially recommended in the pursuit of this study.

CHRISTIAN SOCIOLOGY.

Christianity has a twofold aim, first to bring man into living relation to an affectionate Father, and secondly, to organize men into fraternal relations to each other. These latter relations furnish the subject matter for the study of sociology. The aim of the course is to make the preacher and teacher thoroughly acquainted with the social conditions and needs as he will find them in practical life for the purpose of enabling him wisely and effectively to apply the truths of Christianity to all problems which they offer. Such text-books as Henderson's *Social Duties from a Christian Point of View*, Peabody's *Jesus Christ and the Social Problems* and Shaeler Matthews' *Social Teachings of Jesus* will give general direction to this course of study.

THE HISTORY OF PHILOSOPHY.

This course makes a brief survey of the history of Philosophy for the express purpose of detecting those elements which are essential to all thought. And by making the student acquainted with the different philosophical systems he can better understand the history of religious thought which in all ages has been influenced by the prevailing philosophical view points. Special emphasis will be laid upon the relation of primitive Christian thought to the

philosophies of Greece and Alexandria as also upon the relation of modern religious thought to the scientific spirit of the present age. The class work will consist in the use of text-books, lectures and free class discussions.

PEDAGOGY.

Christian and Sunday School Pedagogy.—The teaching function of the minister is becoming more recognized in the church, and the Sunday School work is made prominent. To meet these demands the minister must become familiar with the principles of Pedagogy and the management of Sunday Schools. We offer courses in these branches in the Senior year. Lectures will be given and the latest works will be used as text-books.

SYSTEMATIC THEOLOGY.

Systematic Theology is in part a summing up of subjects already partly considered in other branches of study, the chief aim being now properly to connect them into a system. However, it is more than a mere summing up of accepted truths; it aims at a thorough investigation of the cardinal doctrines of the Christian religion. The object of instruction in this department is not to impose upon the student the ready-made doctrinal views of former periods; but rather to ascertain from nature, philosophy, Christian consciousness, and predominantly from Scripture the essential facts concerning God and His relation to the universe, and to exhibit these facts as connected parts of an organic system of truth.

Theology is a growing science. The sources of truth for our investigation remain the same and are unchangeable. We do not mutilate the book of Divine revelation and are firm in saying the *Bible is the word of God*. However, we are glad to appropriate all the light of nature, philosophy and sound Christian experience in our interpretation of revealed facts and in our construction of a system of doctrine. To meet the demands of the present time the preacher

should be familiar with current theological thought, and be fully persuaded in his own mind.

The study of Systematic Theology is offered in the form of lectures. Taking these lectures as a basis the students are required to write a "body of divinity". The class-room work is supplemented by the reading of some assigned text-book determined by the Professor after consultation with the student. The average grade is determined from written examinations on the lectures offered and on the assigned text-book. The presentation of the above mentioned "body of divinity" is also required before a passing grade is given.

While the lectures in this department are given only in the English language, the student may nevertheless read and write in the German language if he choose. Thus in the choice of language and text-book the student may adapt his work in preparation to his work in actual service. The matter of chief importance is that the ambassador of Jesus Christ be imbued with a sound theology. The standards of our own Church with the infallible Word of God constitute the final authority. There is nothing beyond a *Thus saith the Lord*.

EXPENSES.

1. There are no charges for Tuition. An incidental fee of \$18.00 per year is charged. This fee is payable in two installments, the first at the opening of the school year and the second on the 1st of February. This includes admission to the College Gymnasium.

2. Furnished rooms can be rented at the rate of \$30.00 to \$40.00 per year. These rooms will accommodate two students.

3. Table board in families can be procured at \$2.25 to \$2.50 per week. Prices for fuel and laundry are reasonable.

4. The text-books are kept on sale by the Treasurer of the Institute.

Any desiring further information should address Prof. S. J. Gamertsfelder, Naperville, Ill. Inquiries for rooms and all business letters should be addressed to Rev. F. W. Umbreit, Naperville, Ill.

BACHELOR OF DIVINITY COURSE

JUNIOR YEAR

Church History	5 (*)	Church History	5	Church History	4
Biblical Introduction	4	Old Test. Theology	4	New Test. Theology	4
Hermenentics	3	Sacred Rhetoric	3	Missions	3
Hebrew, B	4	Hebrew, B	4	Hebrew, B	4
Greek New Test.	2	Greek New Test	2	Greek New Test	2
Elocution	1	Propaedeutics	1	Elocution	1

SENIOR YEAR

Syst. Theology	4	Syst. Theology	4	Syst. Theology	4
History of Doctrine	3	Symbolics	3	Historic Religions	3
Homiletics	4	Practical Homiletics	4	Pastoral Theology	4
Hebrew, A	4	Hebrew, A	4	Hebrew, A	4
Greek Exegesis	2	Greek Exegesis	2	Greek Exegesis	2
Ecclesiastical Polity	2	Christian Pedagogy	2	Christian Pedagogy	2

(*) The number following each subject indicates the number of hours per week.

DIPLOMA COURSE

JUNIOR YEAR

Church History	5	(*) Church History	5	Church History	4
Biblical Introduction	4	Old Test. Theology	4	New Test. Theology	4
Psychology	4	Logic	4	Christian Sociology	4
Hermenentics	3	Sacred Rhetoric	3	Missions	3
Geo. of Bible Lands	3	Propaedeutics	1	Elocution	1
English Bible	1	English Bible	1	English Bible	1

SENIOR YEAR

Syst. Theology	4	Syst. Theology	4	Syst. Theology	4
History of Doctrine	3	Symbolics	3	Historic Religions	3
Homiletics	4	Practical Homiletics	4	Pastoral Theology	4
History of Philosophy	3	Christian Ethics	3	Apologetics	3
Ecclesiastical Polity	2	Christian Pedagogy	2	Christian Pedagogy	2
English Bible	1	English Bible	1	English Bible	1

(*) The number following each subject indicates the number of hours per week.

Schedule of Hours for Daily Program.

Psychology, 7:30.

Biblical Introduction, 8:30.

Devotional Hour, 9:30.

Systematic Theology, 10:00.

Hermeneutics, 10:00.

Church History, 11:00.

Greek Exegesis, 11:00.

Homiletics, 1:00.

Hebrew, B, 2:00.

History of Doctrine, 2:00.

Ecclesiastical Polity, 2:00.

Geography of Bible Lands, 3:00.

Hebrew, A, 3:00.

History of Philosophy, 3:00.

Greek New Testament, 4:00.

This schedule is arranged for the first term, however, it also indicates the time for meeting corresponding classes in the second and third terms of the year.

HISTORICAL SKETCH OF UNION BIBLICAL INSTITUTE.

A theological seminary of the Evangelical Association, incorporated under the laws of the State of Illinois and designated in its charter of corporation as Union Biblical Institute, is located at Naperville, Illinois. It is the principal divinity school of this Church and stands under the supervision of its supreme legislative body, the General Conference. However, the more immediate and direct management of the seminary is entrusted to a Board of Trustees representing thirteen American Conferences.

In the year 1867 the General Conference opened the way for the founding of theological seminaries in the Church by an emphatic statement on the desirability of special theological training for missionary and evangelistic purposes. In the year 1873 several western conferences joined their efforts to establish such a seminary. In the same year in response to the steps taken by these conferences the Board of Trustees of Northwestern College proceeded to incorporate this informal organization. The certificate of the Secretary of State on the incorporation of Union Biblical Institute, dated March 15, 1873, appears in the Records Office of DuPage County, Illinois, in Book One of Miscellaneous Records on page 77.

At a separate meeting of the above mentioned Board of Trustees further arrangements were made to raise an endowment fund. The first regular meeting of the Board of Trustees of U. B. Institute was held February 18, 1874. Bishop J. J. Esher was elected president of the Board. At this time an endowment fund of Fifteen Thousand and Eight Hundred Dollars was reported and provisions were made to continue in the collection of funds.

Since the founding of Union Biblical Institute other annual conferences have joined the compact so that at present it is composed of the thirteen conferences designated on page three of this catalogue.

The By-Laws of the corporation require that one of the Bishops of the Evangelical Association be elected as a mem-

ber of the Board of Trustees who shall hold this office of trustee till the next General Conference, after which his successor shall be elected by the Board of Trustees. The trustees representing the various annual conferences in the Institute compact are elected for a term of three years. The Faculty consisting of the Principal and heads of different departments is appointed annually by the Board of Trustees. A treasurer who has charge of the finances of the Institute is appointed annually by the Board. In the interval of the sessions of the Board of Trustees a standing Executive Committee has charge of the temporal affairs. The government of the seminary and general discipline is entrusted to the Faculty. The finances of the seminary are raised by the conferences in the compact. At present about Seventy-Two Thousand Dollars as endowment fund are available.

The active work of Union Biblical Institute began in the Fall of 1876. Bishop J. J. Esher served as Principal till 1879. Since his time, however, was so fully occupied with duties as Bishop he did not devote any time to teaching in the Institute. Rev. Reuben Yeakel was appointed as Principal in 1879, and he continued to serve as Professor of Systematic Theology till 1883. Bishop Esher again succeeded Rev. Yeakel as Principal of the Institute till 1891. In 1891 Bishop Thomas Bowman was elected Principal of the Institute and he has filled the office till the present time.

To provide more adequately for the training and equipment of young men for the Christian ministry of the Evangelical Association, the Board of Trustees has taken steps toward erecting a seminary building. Property bordering on the north side of the college campus has been purchased as the site for this new building. The last General Conference has encouraged this project, and the prospects for a building for the Institute in the near future are promising.

SOCIETY OF RESEARCH.

This Society was organized by the students of the Institute in the year 1894, and its aim is mutual improvement. Lectures are occasionally given by the teachers and others, on subjects pertaining to the work of the ministry, discussions are engaged in, and devotional meetings are held. Weekly meetings are held during the entire year. All students of the Institute may become members.

THE ROLL OF STUDENTS.

1908-1909.

SENIOR CLASS.

Domm, Edward E.....	Alsfeldt, Ont
Erffmeyer, E E	Holton, Kansas
Kolander, C H.....	Colgate, Wis
Mayer, Paul S.....	Milwaukee, Wis
McKinstry, Hannah.....	Hersey, Mich
Nickel, Edwin J.....	Oshkosh, Wis
Rux, August H.....	St Hilaire, Minn
Straub, H E.....	South Germantown, Wis
Thiele, Herman A.....	Twin Brooks, S Dakota
Trautmann, Frederick A.....	Forest Junction, Wis
Walter, P F.....	Oshkosh, Wis

JUNIOR CLASS.

Dreier, Wm.....	Alsfeldt, Ont
Glaeser, E G.....	Ashland, Wis
Hilgenfeld, Samuel F.....	Falls City, Nebr
Krug, Albert A	Brownsville, Wis
Reibling, Norman	Rostock, Ont
Weisshaar, G A	Bremen, Ind
Stamm, John S.....	Naperville

SPECIAL STUDENTS.

Beck, John M.....	Buffalo, N Y
Kauth, Chas R	Rodney, Ont
Plapp, Ezra E.....	Malta
Underkoffler, C	Winston, Mo
Schaeffer, Herbert B.....	Prairie View

ALUMNI ASSOCIATION.

OFFICERS FOR 1908-1909.

President, REV. S. J. GAMERTSFELDER, D. D., '81.

Vice-Presidents, REV. S. L. UMBACH, D. D.; REV. W.
A. SCHUTH, B. D., '92; REV. E. E. RIFE, M. S.
'91.

Secretary, REV. W. C. GUNTHER, B. D., '06.

Treasurer, REV. G. C. GASSER, B. D., '92.

EXECUTIVE COMMITTEE.

S. G. GAMERTSFELDER, S. L. UMBACH, E. E. RIFE.

ALUMNI OF UNION BIBLICAL INSTITUTE.

Class of 1878

L F Emmert.....	Fond du Lac, Wis
W A Shisler.....	Green Springs, O
W W Sherrick.....	Findlay, O
C Staebler.....	Cleveland, O

Class of 1879

A Arlin.....	Goshen, Ind
C A Paeth*.....	
A Haefle.....	Joliet
J G Held.....	

Class of 1880

T Murray*.....	
T W Woodside.....	Bailunda, Africa
Otto Brosa.....	Sumner, Ia
G E Dienst.....	Aurora, Ill

Class of 1881

N Bloom.....	Ft Wayne, O
S J Gamertsfelder.....	Naperville
F G Stauffer.....	Chattanooga, Tenn
W H Stauffer.....	Lyons, N Y
J G Ziegler.....	Cleveland, O

Class of 1883

L S Fisher.....	Kokomo, Ind
J W Fager.....	Shelbyville
T F Kraushaar.....	

Class of 1884

J M Schaefer.....	California
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Class of 1886

W Berberich.....	Peston
R Eilert.....	Milwaukee, Wis
D F Fox.....	Chicago
J Stengel.....	La Mars, Ia

Class of 1888

L H Seager.....	Cleveland, O
E A Yaeck*.....	

Class of 1889

J F Dunlap.....	Williamsport, Pa
H W Fisher*.....	
M C Morlock.....	Chicago

*Deceased.

Class of 1890

G J Pfefferkorn.....	Eau Claire, Wis
F J Siewert.....	Appleton, Wis

Class of 1891

E E Rife.....	Naperville
J H Bauernfeind.....	Waterloo, Ia

Class of 1892

J P Dorau.....	Waukesha, Wis
G C Gasser.....	Oswego
J W Hammet.....	Newbury, Ont
W C Lang.....	Dysart, Ia
W A Schutte.....	Chicago
H C Schluter.....	Radcliffe, Ia
F W Schoenfeld.....	Bloomfeld, Wis
E S Zimmermann.....	Clintonville, Wis

Class of 1893

G D Damm.....	Berlin, Ont
C F Hillman.....	Dumont, Ia
A W Sauer.....	Alseldt, Ont

Class of 1894

G H Wagner*.....	Chicago
Fred Richert.....	Chicago
W H Gamertsfelder.....	Mt Gilead, O

Class of 1895

G Glunz*.....	
M Gronewold.....	Chatsworth
D R Kroenig.....	Los Angeles, Ind
J R Niergarth.....	Iona, Mich
N Schoenleben.....	St Paul, Minn
F C Stierle.....	Louisville, Ky
H M Tayama.....	Tokio, Japan

Class of 1896

T Finkbeiner.....	Naperville
A Geyman.....	Winona, Minn
A B Kaist.....	Olney
W F Klingbeil.....	Freeport

Class of 1897

C Bast.....	Baltimore, Md
A J Boelter.....	Elgin
J Brandt.....	Colorado
W O Hehn.....	Campden, Ont
J A Walter.....	Bucyrus, O

*Deceased.

Class of 1898

J W Bean.....	Pelham Center, Ont
S Breithaupt.....	Jewell City, Kans
G P Cawelti.....	Alta Vista, Ia
E M Gishler.....	Attercliff, Ont
C W Hensel.....	Marion, O
M E Nonnamaker.....	Naperville
G F Rassweiler.....	Chicago
J Wise.....	Ft Wayne, Ind
F P Werner.....	Racine, Minn

Class of 1899

Pb Beuscher.....	Mendota
H E Bower.....	St Joseph, Mo
E Burgi.....	Hooppole
A F Ragatz.....	Denver, Col
C L Schuster.....	Plymouth, O
T S Weaver.....	Marshallville, O

Class of 1900

W F Berge.....	Polo
E C Ewald.....	Terre Haute, Ind
J H Faust.....	Waterloo, Ia
G B Kimmel....	Indianapolis, Ind
H L Merner.....	Chesley, Ont
N S Methfessel.....	West Seneca, N Y
W L Nauman.....	Cleveland, O
B E Reams.....	Bucyrus, O
Phillip Schneider.....	Menomonie, Wis
M W Sunderman.....	Evansville
C H Vandersall.....	Mansfield, O
W A Vandersall.....	Findlay, O
W Zimmermann.....	Hanover, Ont

Class of 1901

F S Erne....	Portland, Ind
G T Fisher.....	Philadelphia, Pa
H A Franzke.....	Whitewater, Wis
G J Krienke.....	Pipestone, Minn
P A Lang.....	Preston, Minn
F U Moyer.....	Alden, Kans
G G Schmidt.....	Worthingham, Minn

Class of 1902

F W Doede.....	Lockport
Katherine Eyerick.....	Milwaukee, Wis
E F Haist.....	Benmiller, Ont

W C Hallwachs.....	Geneseo
H W Link.....	Beaver Crossing, Nebr
C A Miller.....	Clay Centre, Nebr
C E Ranck.....	Chen Chow Fu, China
C L Sorg.....	Topeka, Kans
D O Wise.....	Decatur, Ind

Class of 1903

A Clemens.....	South Cayuga, Ont
W R Currier*.....	
J H Engel.....	Council Bluffs, Ia
G S Gratz.....	Dunkirk, N Y
J W Haman.....	Silver Creek, N Y
J G Knippel.....	Altona, Pa
P Koeneke.....	Prairie View
D Lang.....	Shell Rock, Ia
C Schmidli.....	Chicago

Class of 1904

John Haber.....	Wheatherford, Okla
Charles Moss.....	Berne, Ind
S Meister.....	Philadelphia, Pa
A H Playley.....	Hespeler, Ont
H C Powell.....	Loring, Ia

Class of 1905

J Burn.....	Melville, Sask
G J Degenkolb.....	Pearl City
C H Giesselbrecht.....	Woodstock
G W Hoefs.....	Donnybrook, S Dak
Max Kesselring.....	Malta
G C Pentecoff.....	Caro, Mich
S N Reep.....	Minneapolis, Minn
G Schrenk.....	Hyawatha, Kans
G W Weidemeyer.....	Winston, Mo

Class of 1906

John S Damm.....	Medicine Hat, Canada
G Will Engelter.....	N Northfield
George E Epp.....	Prairie du Chien, Wis
E G Johnson.....	Dallas, Texas
E M Graff.....	Shakespeare, Ont
W C Gunther.....	Chicago
W H Herkner.....	Elyria, O
W A Mittmann.....	Napa, Cal
D C Ostroth.....	Detroit, Mich

*Deceased.

J F D Schneider.....	Columbus, O
Lawrence Sohl.....	Fairview, Pa
E S Spangler.....	Newton, Kans
Adolph Werry.....	Dallas, Texas

Class of 1907

Henry Beck.....	Brandon, Wis
August Beckmann.....	Fostoria, Ia
Geo F Courrier.....	Chicago
Chas E Geist.....	Mt Carmel
August Hoch.....	Eldorado, Kans
C E Maves.....	Iron City, Wis
Elmer W Praetorius.....	Louisville, Ky
Alpha M Rickel.....	Tiffin, O
W H Schuster.....	Huron, O
Jacob Stuerzenacker.....	Barnau, Germany
Edward G Vaubel.....	Chatsworth
Edwin L Weatherwax.....	Circleville, O
R R Werner.....	Appleton, Minn
C J Zager.....	New Frankford, Mo
Samuel Beese.....	Newton, Kans
C J Eiselein.....	Enterprise, Kans
J G Feucht.....	Walnut
John M Grotheer.....	Philadelphia, Pa
Otto R Jaeck.....	Marshfield, Wis
E M Umbach.....	La Moille

Class of 1909

Edward E Domm.....	Alsfeldt, Ont
E E Erffmeyer.....	Holton, Kans
C H Kolander.....	Colgate, Wis
Paul S Mayer.....	Brownsville, Wis
Hannah McKinstry.....	Hersey, Mich
Edwin J Nickel.....	Oshkosh, Wis
August H Rux.....	St Hilaire, Minn
H E Straub.....	South Germantown, Wis
Herman A Thiele.....	Twin Brooks, S Dakota
Frederick Trautmann.....	Forest Junction, Wis
P F Walter.....	Oshkosh, Wis

Whole Number of Alumni, 171.

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1909
10-10

North - Western College



Catalogue
1909 - 1910

Naperville, Ill.

CATALOGUE

....OF....

North-Western College



LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

NAPERVILLE, DU PAGE CO., ILLINOIS

1909 - 1910

PUBLISHED BY THE COLLEGE

CALENDAR, 1911.

Dec.	Nov.	Oct.	Sept.	Aug.	July.
31	26	29	24	27	30
30	25	28	23	26	29
29	24	27	22	25	28
28	23	26	21	24	27
27	22	25	20	23	26
26	21	24	19	22	25
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19	14	17	12	15	18
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17	12	15	10	13	16
16	11	14	9	12	15
15	10	13	8	11	14
14	9	12	7	10	13
13	8	11	6	9	12
12	7	10	5	8	11
11	6	9	4	7	10
10	5	8	3	6	9
9	4	7	2	5	8
8	3	6	1	4	7
7	2	5		3	6
6	1	4		2	5
5		3		1	4
4		2			3
3		1			2
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1					

COLLEGE CALENDAR.

1910.

- September 13-14—Entrance Examinations and Enrollment
Tuesday and Wednesday
 September 14—First Semester and Fall Term begins....Wednesday
 October 25—Annual Meeting of the Board of Trustees....Tuesday
 November 24-28—Thanksgiving RecessThursday-Monday
 December 9—Inter-Society DebateFriday
 December 16—Fall Term EndsFriday

1911.

- January 3—Winter Term BeginsTuesday
 January 27—First Semester EndsFriday
 January 30—Second Semester BeginsMonday
 February 5—Day of Prayer for CollegesSunday
 March 17—Local Oratorical ContestFriday
 March 24—Winter Term EndsFriday
 March 27—Spring Term BeginsMonday
 April 15—Preparatory Oratorical Contest, Elgin Prizes...Saturday
 May 19—Freshman Contest for Heatherton PrizesFriday
 May 20—College DaySaturday
 May 30—Memorial DayTuesday
 June 10—Graduating Exercises, School of CommerceSaturday
 June 11—Baccalaureate SermonSunday
 June 13—Graduating Exercises of the School of Music....
 Tuesday Afternoon
 June 13—Graduating Exercises of the Preparatory Depart-
 mentTuesday Evening
 June 14—Class DayWednesday
 June 14—Commencement ConcertWednesday Evening
 June 15—CommencementThursday
 June 15—Alumni AnniversaryThursday Evening
 Sept. 19-20—Opening DayTuesday, Wednesday

BOARD OF TRUSTEES.

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REV. H. C. SCHLUTER	Iowa Conference
REV. E. M. SPRENG	Ohio Conference
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Professor of Intellectual and Moral Philosophy.

(*) On leave of absence.

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L. MARIE HUBBELL.

57 Brainerd Street.

Teacher of Voice Culture.

MABEL BEIDLER,

57 Brainerd Street.

Teacher of Violin and Piano.

LYDIA D. SMITH,

Chicago.

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North-Western College.

HISTORICAL STATEMENT.

North-Western College had its origin in the conviction that the interests of Christian education demand the establishment and maintenance of institutions of higher learning by the Christian Church. The honor of having taken the initiative toward its establishment belongs to the Illinois Conference of the Evangelical Association. At its annual session in the spring of 1861, this Conference adopted a resolution to invite the Wisconsin, the Indiana, and the Iowa Conferences to unite with them in the founding of a college, which should be duly equipped for the prosecution of collegiate work. These Conferences responded cordially and joined in the movement. A commission, consisting of twelve members and representing the Illinois and the Wisconsin Conferences, held a meeting at Plainfield, Illinois, April 30, 1861, for the purpose of effecting the organization of a Board of Trustees, and to secure the incorporation of the projected institution. By resolution it was decided that the Board of Trustees should consist of twenty-three members, as follows: seven from the Illinois Conference, seven from the Wisconsin Conference, five from the Indiana Conference and four from the Iowa Conference. This plan was subsequently changed to one of equal representation, so far as the Conferences are concerned.

Although this was at a time when the outbreak of the Civil War seemed to paralyze the spirit of the enterprise,

as well as the financial resources of the country, circumstances favored the undertaking. The village of Plainfield offered to donate a college site, including a fine and spacious building then in the course of erection. The offer was accepted and the new institution named Plainfield College. The organization having been effected, it was decided to open the institution immediately; and the Preparatory school began its work in the fall of the same year with three teachers and an encouraging number of students. The teachers of the first year were John Rodes, A. M.; John Miller, A. B., and Miss C. M. Harlacher. Rev. Augustine A. Smith, A. M., Principal of Greensburg Seminary, Greensburg, Ohio, who entered upon the duties of his office in the fall of 1862, became the first president of the institution.

As the patronage of the school soon extended over several states, the name "Plainfield College" was deemed to be too local; hence at the annual meeting of the Board of Trustees in 1864, the name of the institution was changed to North-Western College. Unfortunately the village of Plainfield was located at some distance from a railway line at that time, which it was soon discovered would be a serious drawback to the growth and progress of the institution. Steps were therefore taken to secure a more advantageous location for the school. In 1870 the college was removed from Plainfield to Naperville, Illinois, its present favorable location. This place having donated grounds of about eight acres, and \$25,000 in money, a fine and substantial college building, consisting of a main part, 71x46 feet, five stories high, and a wing, 58x46 feet, three stories high, was erected and opened for school purposes in the fall of 1870. This change proved of such advantage to the school as to mark an epoch in its history.

New departments of instruction were added from time to time as the progress of the institution seemed to require them. In 1871 the department of Fine Arts was opened, and the Commercial department the following year. Music received considerable attention from the very beginning of the school, which gradually resulted in the formation of a regular department of vocal and instrumental music. More recently this has been entirely reorganized, and now forms a strong and well equipped School of Music. In 1876 Union Biblical Institute was opened, which, although having its distinct organization, is so closely connected with the College as to be easily regarded as its theological department.

In 1890 a new four story building, 71x41 feet, was added as a south wing; and the main building throughout renovated and improved. Steam heating and electric lighting were introduced and the entire equipment thoroughly modernized. The Laboratories were enlarged and suitably furnished with the necessary apparatus and reagents. The Museum was given more room and the collections were greatly increased. A splendid Herbarium was created, which has grown into very creditable proportions. The Library was transferred to enlarged quarters, and made more serviceable in all departments of instruction.

In 1901 a handsome Gymnasium building 100x60 feet, two stories high—a gift of the late Professor J. L. Nichols, A. M.—was erected and added to the general outfit of the college. Professor Nichols was an honored alumnus of this institution, and for a number of years the efficient principal of its Commercial department. The building forms a fitting memorial to the thoughtful generosity and abiding interest of this noble and illustrious son of his Alma Mater.

During the past few years two additional commodious buildings were completed—a Library and Science Hall. The Library building, 75x62 feet, three stories high, is the gift of that well known and honored philanthropist, Mr. Andrew Carnegie, of New York City; and the Science Hall, 96x75 feet, four stories high, comes from another illustrious alumnus of this institution, Dr. Albert Goldspohn of Chicago. North-Western College is justly proud of her alumni, who are not only rising to distinction in their respective professions but who in their success do not forget their Alma Mater.

In order to provide for the proper heating of the entire group of buildings, a central power house was erected and supplied with the very best new boilers and heating appliances. In material and general plan of construction this building is in harmony with the other buildings on the campus, recently erected. The entire equipment of the institution is such as to compare favorably with that of the best schools of similar character in the land.

To meet more fully the growing needs of the institution, measures were inaugurated within the last few years to increase the endowment fund. These efforts have received such cordial endorsement on the part of the friends and patrons that up to date \$200,000 has been added to the endowment, thus placing the institution on an excellent financial basis. The growth in financial resources and material equipment is highly gratifying and points to a promising future.

North-Western College stands for Christian education in the best and broadest sense. In an age produced by civilization no apology is needed for emphasis upon "Christian" in higher education. The aim is to produce sound scholarship, and genuine nobility of character. The purpose of

education is life rather than livelihood, hence implies the symmetrical development of the mental, moral and physical powers of the student. While laboring to inspire a vigorous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its important work.

CHARTER.

The following charter was adopted in 1876:

WHEREAS, The Board of Trustees incorporated under a special law of the state of Illinois, approved and in force February 15, 1865, and entitled "An act to incorporate North-Western College," have given their unanimous consent that said corporation may become incorporated under the provisions of an act of the General Assembly of said State entitled "An act concerning corporations not for pecuniary profit," as contemplated by the act of said General Assembly entitled "An act to revise the law in relation to universities, colleges, academies and other institutions of learning," approved March 24, 1873, and in force July 1, 1874.

Therefore, we, the undersigned, citizens of the United States, and members of said Board of Trustees, desiring to associate ourselves in order that said corporation may become incorporated under the provisions of the general law of Illinois as aforesaid, and for the purpose of forming a corporation not for pecuniary profit, pursuant to the acts of the General Assembly of the State of Illinois hereinbefore referred to, do hereby certify and state that the name and title by which said corporation shall be known in law is "TRUSTEES OF NORTHWESTERN COLLEGE."

That the particular business and objects for which it is formed are to own, control and manage the property and affairs of the corporation, including the institution of learning now located at Naperville in said state and named and styled "North-Western College of the Evangelical Association of North America," with its various departments, as the same now or hereafter may be established by the Board of Trustees.

That the number of Trustees shall be fifteen, seven of whom shall constitute a quorum for the transaction of all business of the corporation, at any meeting of the Board; that the President of the College shall be *ex-officio* one of said trustees, and that the remaining fourteen shall be elected as provided for by the by-laws.

At the annual meeting of the Board of Trustees, in February, 1894, the following resolutions, relative to an amendment to the charter, were passed:

Whereas, the interests of North-Western College located at Naperville, Ill., require that a change be made in its articles of corporation, in order to increase its number of Trustees;

1. *Therefore be it Resolved*, That that provision in the articles of incorporation or charter of this corporation, (to-wit, Trustees of North-Western College,) which provides that the number of trustees shall be fifteen, shall be changed so as to read "that the number of trustees shall be twenty-two, twelve of whom shall constitute a quorum for the transaction of all business of the corporation at any meeting of the Board."

2. *Further Resolved*, That the charter of articles of incorporation shall be changed and modified so as to provide therein that one of the Bishops of the Evangelical Association (to be selected by the Board of Bishops), shall be, *ex-officio*, a member of the Board of Trustees of said corporation. His term of office shall be the same as that of the Conference Trustees.

These resolutions having been duly ratified by the Conferences connected with the College, the required certificate was filed with the proper officer in February, 1895, as provided by the laws of the State of Illinois.

BY - LAWS

OF THE

Trustees of North-Western College.

1. The College Corporation consists at present of twenty-two trustees, fourteen of whom represent the following Conferences of the Evangelical Association:—The Illinois, Wisconsin, Indiana, Ohio, Erie, Michigan, Iowa, Canada, New York, Des Moines, Kansas, Nebraska, Minnesota and Dakota, six are elected by the Board itself, and two are members ex-officio, as provided by the Charter.

2. Other Conferences may, upon complying with such requirements as shall be determined by the Board of Trustees, be admitted to representation in the corporation by the consent of the whole number of trustees present at any annual meeting.

3. Conferences connected with the corporation shall be entitled to one trustee each, who shall be elected at the annual sessions of those Conferences. Any trustee guilty of official misconduct, or neglect of duty, may be removed from his office by a two-thirds vote of the entire Board.

4. The term of office of the trustees shall be three years, and until their successors are elected and attend a meeting of the Board of Trustees. Any Conference failing for three consecutive years to elect a trustee, or resolving to discontinue or refuse its patronage and support, shall be deemed to have forfeited and surrendered its right to representation in the Board.

5. Vacancies in the office of the trustees elected by the different Conferences shall be filled by the Conferences concerned at their annual meetings; all other vacancies shall be filled by the Board at any of its meetings. Trustees thus elected shall hold their office for the unexpired term.

6. There shall be an annual meeting of the Board of Trustees, held at such time and place as the Board itself may determine at

any of its meetings. Special meetings may be called at any time by the Executive Committee, or any three trustees, by giving notice in writing to each member of the Board at least ten days before such meeting. Special meetings may take the place of the regular annual meetings whenever so decided by a two-thirds vote of all the Trustees present.

7. The officers of the Board shall be a President, a Vice-President and a Secretary, who shall hold their offices for one year, and until their successors are elected. In case of a vacancy in these offices, or in the absence of any one of said officers, the Board may elect officers *pro tempore*.

8. The President of the Board shall preside at all meetings of the Trustees, and in his absence the Vice-President shall occupy the chair. The secretary shall properly record the proceedings of the meetings of the Board of Trustees, and attend to all such other duties as usually belong to that office.

9. A Treasurer shall also be elected by the Board of Trustees, who shall hold his office for one year, and until his successor is elected and qualified. It shall be the duty of the Treasurer to keep suitable books of account in which he shall in an appropriate manner enter statements of all moneys received and paid out, and on what account. He shall also keep books showing the names of all persons having subscribed or contributed money or property to the Institution, including a full register of all scholarships and their dates of issue and expiration. He shall pay out no money except for the proper and necessary expenses of the Institution, and shall comply strictly with all orders of the Board. For all moneys received he shall give receipts, and for those paid out he shall take receipts. Annually, or whenever required he shall furnish a report of his transactions, and exhibit his books and accounts for their inspection to the Board of Trustees, or the Executive Committee. The Treasurer shall submit all applications for loans and all investment propositions to the Finance Committee for its approval.

Before entering upon the duties of his office, the Treasurer shall furnish a properly executed bond in such amount and such security as may be determined by the Board of Trustees, or the Executive Committee, conditioned that he will faithfully discharge his duties as Treasurer; that he will properly care for and protect the property of the Institution that shall come into his hands as such officer, and

that he will in all things act in harmony with the By-laws, or the general direction of the Board.

10. A Finance Committee, consisting of three members, shall be appointed annually by the Board of Trustees, whose duty it shall be to examine all applications for loans, submitted by the Treasurer and with him to determine the loans and investments of the productive funds of the Institution. An annual report shall be submitted to the Board of Trustees, and during the interval of the meetings of the Board to the Executive Committee when requested.

11. An Auditing Committee, consisting of three persons, shall also be appointed annually by the Board, whose duty it shall be to examine the Treasurer's books and accounts and report to the Executive Committee whenever there is anything of special importance, or when requested by that committee to do so. They shall also examine the Treasurer's annual report and books previous to such meeting of the Board of Trustees, and present their findings to that body.

12. An Executive Committee, consisting of not less than five or more than seven members, four of whom shall constitute a quorum, shall be appointed annually by the Board, who shall transact such business as may be committed to them by the Board of Trustees, and such other business as the interests of the Institution may require during the intervals of the meetings of the Board. The Committee shall control its own organization and keep a careful record of all its proceedings, which shall be submitted to the Board of Trustees for approval at the annual meetings.

13. The President, Professors and Instructors appointed by the Board of Trustees, shall constitute the faculty of North-Western College; and they are by their appointment vested with authority to prescribe and regulate the course of study in the college; to make all needful rules and regulations for the government of the students, and to take all necessary action for the enforcement of discipline in the Institution, including the reprimand, suspension and expulsion of students for improper conduct, violation of rules and idle or vicious habits.

In order to discharge these duties in the best manner, the faculty shall maintain a regular organization of which the President of the College is the presiding officer; other needed officers shall be chosen

by the faculty, and the frequency and time of the meetings shall be determined by a majority vote of the entire faculty.

14. The President of the College is the administrative head of the Institution and all its departments of instruction. He shall exercise a general superintendence over all the interests of the college, and direct the official correspondence. It is his duty to preside at all meetings of the faculty and on public academic occasions. He shall study the wants and needs of the entire institution, and submit annually a report concerning its condition and needs to the Board of Trustees. The heads of the several departments or schools, shall report to the President, which information he shall utilize or embody in his annual report.

As the efficiency of the Institution depends chiefly upon the character of its faculty, the Board will hold the President reasonably responsible for the faithfulness and success of each instructor. The President is expected to suggest candidates for vacancies, or to fill new positions in the faculty, and to state their qualifications to the Board of Trustees or the Executive Committee.

The President, being a member ex-officio of the Board of Trustees, shall receive all requests, or complaints, addressed to the Board, on the part of the instructors individually and collectively, and shall report the same to the Board at its next meeting. It shall, however, be the privilege of any instructor to appear before the Board in person to present a request or complaint, or to make any pertinent communication, provided the faculty has been previously informed of the same matter.

15. No instructor shall engage in any outside professional or commercial pursuit without the approval of the Board or the Executive Committee. And no teacher shall absent himself from his place of duty longer than one college day at any time without having first secured the President's consent. But this rule shall not apply to absences due to sickness nor death of relatives.

16. North-Western College shall be open in all its departments to all persons of good moral character, irrespective of denominational affiliation or profession of faith. Both sexes are admitted to equal privileges. But all students are required to obey the rules of the college and comply with the regulations adopted by the Faculty for the government of the Institution.

17. The Board of Trustees may give and grant such literary honors and degrees as are usually granted by like institutions, and may, upon the recommendation of the Faculty, give suitable diplomas and certificates of scholarships under the common seal of the corporation.

18. These By-Laws may be repealed or amended, or new By-Laws may be adopted at any meeting of the Board of Trustees by a two-thirds vote of those present.

North-Western College.

LOCATION.

North-Western College is located at Naperville, Illinois, on the Chicago, Burlington & Quincy Railroad, 28 miles from Chicago. Naperville is a pleasant, orderly little city of about 4,000 inhabitants, and is regarded as one of the most attractive places for suburban residence in the vicinity of Chicago. Its citizens are intelligent and congenial; and the social atmosphere of the community is singularly free from the distractions and injurious influences that often surround college life. Its central location in the very heart of the country and its proximity to the great metropolis of the West, make it easily accesible from all points. Ten Chicago, Burlington & Quincy passenger trains, which leave the Union Depot, corner of Adams and Canal streets, Chicago, daily except Sunday, stop at Naperville. Twelve trains, from the West, Northwest and Southwest, besides suburban trains, stop daily at Naperville. The location is all that could be desired. It is near enough to Chicago to secure many of the advantages without incurring the moral dangers of a great city. There is no more desirable, beautiful and healthful college site in the land.

BUILDINGS.

The College is located on a spacious and beautiful campus in the center of the residence portion of the city of Naperville. The surroundings are attractive and the cam-

pus is ornamented with a fine variety of trees, making the location cheerful and inviting.

The Main Building.—The main building is an elegant and commodious stone edifice well planned and suitably furnished with the best modern appliances for educational purposes. It consists of three parts, a main building 71x46 feet, five stories high; a wing 58x46 feet, three stories high, both erected in 1870; and a new addition 71x41 feet, four stories high, erected in 1890. As thus completed, it is one of the finest buildings in the West. It is heated throughout by steam and lighted by electricity.

Gymnasium.—A commodious and well-equipped gymnasium was erected in 1901. The building is located in the northern part of the campus, in line with the main building and Science Hall, facing east and west. Its dimensions are 100x60 feet, two stories high; and it is supplied with such appliances and conveniences as combine the most approved features of the modern gymnasium. It is designed to provide all students of the college with opportunities for such general exercises as will promote health and physical well-being. The gymnasium is open every week day of the school year. .

The Library.—A handsome new library building was erected during the past year, the gift of Mr. Andrew Carnegie. It is located on the southwest corner of the campus, and built in classic style of architecture. On the main floor are the delivery room, and the general reading and reference rooms together with smaller office rooms for administrative purposes. In the basement, which is practically above ground, are rooms for receiving and distributing books, and shelves for pamphlets, magazines and periodicals.

On the second floor are the Faculty room, and additional stack and reference rooms. The building is supplied throughout with steam heat and electric lights, and is thoroughly modern in all its appointments. It has a stack room for thirty-five thousand volumes, besides pamphlets and periodicals. The library is an inviting place for collateral reading, and students are encouraged to make an intelligent and faithful use of its privileges.

The library contains now more than 10,000 volumes, and additions are being made from year to year. It is intended to supplement the work of all departments of instruction; and every effort is made to increase its utility. The books are conveniently arranged and carefully catalogued, both by authors and by subjects, according to the "Dewey Decimal System of Classification." Hence any book may be easily found even by persons not especially familiar with bibliography.

The Reading Room is supplied with an excellent selection of standard magazines and periodicals. The aim is to meet the needs of the various departments of the institution, and to keep them in touch with current thought and the ablest discussions of the day. These periodicals being chosen with a view to supplement the literature of the Y. M. C. A. Reading Room, students have access to an exceptionally wide range of periodical literature.

A number of valuable donations were received from friends of the institution during the past year, for which thanks are extended. Further contributions in books and moneys are earnestly solicited.

Science Hall.—For its beautiful and commodious building specifically devoted to the interests of physical science, the College is indebted to the munificence of Dr. A. Goldspohn, an alumnus of the institution. The edifice

is four stories high, including a high basement and a roof-story. It is located between the main building and the gymnasium, somewhere near the geographical center of the campus. The entire building is so planned as to combine the largest convenience with the greatest utility.

The departments of Physics and Chemistry occupy the first floor, which comprises two large lecture rooms, two general laboratories, two teachers' private laboratories, apparatus rooms, an optical room, a balance room, and offices for instructors.

On the second floor the departments of Biology and Geology find their accommodations. The entire floor is fully supplied with all necessary laboratory fixtures and appliances, in order to make the study in these departments as thorough and satisfactory as possible. A department library offers the desired opportunities for collateral reading along these lines of study.

In the basement are located two additional lecture rooms, a storage room, a dark room, a work shop, and the various accommodations belonging to a modern science building. The spacious upper floor is to receive the Museum and Herbarium collections. The entire outfit is of the best and most approved fixtures and appliances obtainable.

LABORATORIES.

The laboratory facilities provided by the new Science Hall are most excellent, comprising as they do four large well-lighted, well-ventilated laboratories, and four smaller laboratories for special and research work. These laboratories are assigned to the departments of Chemistry, Physics, Biology and Geology. Additional laboratories for the departments of Mineralogy and Meteorology will be

equipped as soon as our rapidly growing and expanding work in science may require.

No pains in planning or expense in construction has been spared in making the laboratories most thoroughly modern and efficient in every particular. They are supplied with water, gas and electricity, and furnished with individual lockers for the accommodation of about one hundred students in each department. The fixtures, such as tables, cupboards, drawers, hoods, and reagent shelves are the best that could be obtained, and their orderly and convenient arrangement makes it a pleasure to work in the laboratories.

The equipment is in keeping with the excellent accommodations which the building affords. Large additions to the apparatus, some of which is imported, were purchased during the past year; and more is being added for the coming school year. The laboratories now contain some very fine and sensitive pieces of apparatus.

MUSEUM.

The Museum occupies for the time being the upper floor of the main college building, and contains large and valuable collections for illustrating the various departments of natural history. The collection comprises a large number of our native birds, larger mammals, nearly one thousand specimens having been added by the purchase of the Romberger collection; a number of the smaller reptiles and batrachia in alcohol, and a very fine collection of marine invertebrates donated by the Smithsonian Institution. The collection of minerals has been greatly increased and now represents many American localities. The archeological collection in flints and implements is becom-

ing quite extensive and valuable. The fossils are chiefly from rocks of the Palaeozoic era. The fossil plants from the Carboniferous age are especially fine. Students have access to the Museum at all times.

HERBARIUM.

Excellent quarters have been fitted up on the Museum floor for the accommodation of the Herbarium. The collection has grown rapidly during recent years, and contains now nearly thirty thousand sheets of plants. It contains not only all the varieties found in the vicinity of the Institution, but also from many other American, European and Asiatic localities. The collection of European and South American specimens has especially been greatly increased. The Herbarium is in a very interesting and serviceable condition and furnishes the means of increasing usefulness to the students in that department of study. Besides the permanent collection, the department has also a large number of specimens for exchange purposes.

LECTURE COURSES.

The College sustains regular, first-class Lecture Courses from year to year. Besides these a number of lectures are provided by the Scientific and Christian Associations, and frequent lectures by members of the Faculty are introduced throughout the year. Among the more prominent lecturers engaged by the college during the past year were: Dr. Frank W. Gunsaulus, of Chicago; Professor Edward Ott, of Chicago; Professor E. A. Steiner, of Iowa College, Grinnel, Iowa; Dr. Frank Dixon, of New York City.

For the coming year the following numbers have been secured: Judge Ben. B. Lindsey, Dr. Edward A. Ott, William A. Colledge, Adrian M. Newens, The Rogers-Grilley Concert Company.

These Lecture Courses afford opportunities to hear some of the ablest speakers in the land, and constitute an important auxiliary to the work of the class-room.

ROOMS AND BOARDING.

The College has no dormitories, but ample and pleasant rooming accommodations can always be found in private families. Usually two, but sometimes three or four students go together and share the rent for a room or set of rooms. The rent for furnished rooms ranges from \$8 to \$12 per term, for each student. Unfurnished rooms are correspondingly cheaper.

The College provides a boarding department where students can get good board at very reasonable rates. In addition to the accommodations furnished by this department, a number of private families are conducting boarding places. Good board in private families, including furnished rooms, ranging in price from \$4 to \$5 per week, light and fuel extra. Some students prefer to take table board in private families, which may be had at prices ranging from \$2.25 to \$2.75 per week. Others board in clubs at a cost of about \$2.00 per week. Students boarding in clubs, or taking their meals in private families, rent rooms separately. Some students reduce their expenses still further by renting rooms and boarding themselves.

Students are not allowed to board or rent rooms at any place without the approval of the Faculty; nor to change place of boarding, or leave their rooms during the term

without their consent. Families who let rooms, or board students, are expected to be interested in the maintenance of the College rules.

WASHING AND FUEL.

The price of washing is about 75 cents per dozen. The cost of fuel ranges from \$5 to \$8 per year.

BOOKS.

All text and reference books, as well as a complete assortment of stationery, are kept in the College building and are sold to student below Chicago retail prices.

COLLEGE EXPENSES.

Tuition, per Semester, College Department	\$18.00
Incidentals, per Semester, College Department	12.00
Tuition, per Semester, Preparatory School	15.00
Incidentals, per Semester, Preparatory School	12.00
Tuition, per Term, Common Branches	10.00
Incidentals, per Term, Common Branches	8.00
Diplomas	5.00
Certificates, Preparatory School	2.00
Library Fee, per Semester .....	.75

LABORATORY FEES.

Organic Chemistry, per Semester	\$ 7.00
Qualitative Analysis, per Semester	7.00
Quantitative Analysis, per Semester	7.00
General Chemistry, per Semester	5.00
Elementary Chemistry, per Semester	4.00
Biology, per Semester	3.50
General Physics, per Semester	3.00

Elementary Physics, per Semester	3.00
Botany, per Semester	2.50

Breakage Deposits of \$3.00 per Semester in Chemistry and \$1.50 per Semester in Physics will be required of all students following these courses. These deposits will be returned at the end of the course in case there is no breakage.

The charge for one study is one-half the tuition and incidental fees; for more than one study full rates are charged.

Scholarships entitle the holders to instruction in all the literary departments of the College. Orders on scholarships will be honored only if they contain the name of the bearer and the proper signature of the scholarship holder and are presented on entering College.

A fee of \$2.00 will be charged for examination in any study not regularly taken in class.

All College bills must be paid in advance for the semester or term. No deduction will be made for absence for less than one-half a semester, and then only in cases of protracted sickness. The Treasurer's receipt for tuition and incidentals is necessary to secure admission to classes.

Students' bills will be two dollars (\$2.00) higher if they enter after Thursday of the opening week, and three dollars (\$3.00) after the following Monday.

No money will be refunded on Tuition or Incidentals to any student of any department, who, on account of improper conduct or violation of the Rules of the College, may be suspended, dismissed or expelled.

TERM BILLS.

The following is a fair estimate of the necessary expenses for a term of eighteen weeks. The first semester

being twenty weeks in length, the total expense for that term will be somewhat higher.

Tuition and Incidentals	\$27.00 to \$30.00
Board	38.00 to 50.00
Room Rent	12.00 to 18.00
Fuel and Light	5.00 to 8.00
Books and Stationery	6.00 to 12.00
Washing	3.00 to 8.00
	<hr/>
	\$91.00 \$126.00

Personal expenditures depend, of course, very largely upon the habits and home training of the student. It should, however, be remembered that there are other occasions for small expenditures, e. g., lectures, entertainments, society dues, etc., which will justify an additional allowance. Students can deposit their money with the College Treasurer at the opening of the term and draw it from time to time in such amounts as may be needed.

INFORMATION.

New students should plan to arrive a day or two in advance of the opening of the term, in order to secure rooms and effect their preparatory arrangements. Upon arriving in this city, they should repair to the Treasurer's office in the College building, where they may obtain necessary information in regard to available rooms and places of boarding, and such other counsel and direction as may be helpful to them. It is generally better to defer making definite arrangements for room and board until the students can personally inspect and then select according to his own taste, or the requirements of his circumstances.

By calling upon the President advice may be obtained in reference to the mode and conditions of entering the College and other matters of personal interest pertaining to College life.

CORRESPONDENCE.

All letters on business should be addressed to the Treasurer. Those asking for information concerning the school, to the President.

ORGANIZATIONS AND COURSES OF STUDY.

Northwestern College now comprises the following departments:

- I. COLLEGIATE.
- II. PREPARATORY.
- III. GERMAN.
- IV. COMMERCIAL.
- V. Music.
- VI. Art.
- VII. PHYSICAL CULTURE.

The Collegiate Department offers three parallel courses of study, viz.:

1. The Course leading to A. B. Degree.
2. The Course leading to B. S. Degrees.
3. The Course leading to B. L. Degree.

COURSES OF STUDY.

Three courses are offered covering a period of four years each. They aim at a thorough and liberal education by required and elective courses in Latin, Greek, German, French, English, Mathematics, Science, History, Philosophy and other subjects. The courses differ from each other in the subjects required, as indicated by the courses of study on pages 41-43.

The first requires at least five years of ancient languages with a maximum of philosophy and leads to the degree of Bachelor of Arts (A. B.) The second requires a maximum of science and leads to the degree of Bachelor of Science. (B. S.) And the third a maximum of the modern languages and leads to the degree of Bachelor of Letters (B. L.)

SPECIAL STUDENTS.

Persons desiring to receive instruction in any particular department of the College, without becoming candidates for degrees, may be admitted as *Special Students*, provided they prove themselves, upon examination, qualified to pursue with advantage the studies of those departments. In no case will a student be allowed to select studies, which, in the judgment of the Faculty, he cannot profitably pursue. The provisions of special courses is intended to meet the wants of such students as cannot, on account of adverse circumstances, pursue one of the regular courses, but who are desirous of obtaining the broadest culture possible from a partial course.

GRADUATE COURSES.

The college offers opportunities for graduate study in several of its departments of instruction to its own graduates and those of other institutions of equal rank. These courses are altogether elective; hence a graduate student may pursue work in any line for which, in the judgment of the Faculty he is prepared. Many of the courses offered to undergraduates, or recommended for collateral study, but which the student has not yet taken, will be appropriate for graduate study.

Graduates of this institution may be enrolled as resident or non-resident students; but a year's study in residence will be required of all applicants who have received their Bachelor's degree from some other institution.

Graduate students, resident or non-resident, desiring to enter upon a course of advanced work should register for such work before it is undertaken. Students pursuing these courses may prepare for the Master's degree, or receive a certificate for the work done.

The required work for the Master's degree may be completed in one year's resident study; in case of non-residents it will require at least two years. Candidates for the Master's degree will be expected to pass an examination, and to submit a thesis, embodying the results of their study, for approval to the Faculty. For Registration, Examination and Diploma, see page 28.

ENTRANCE CONDITIONS.

Candidates for admission should be at least fifteen years of age and must furnish evidence of good moral character.

Entrance examinations are held at the close of the college year, and on the day preceding the opening of the academic year. Applicants may be examined and admitted at other times, but are earnestly advised to enter at the beginning of the school year.

Examinations will extend over the studies required in the Preparatory Department of this institution, or their equivalents. Candidates for advanced standing are examined in the branches previously pursued by the class which they propose to enter.

Graduates from High Schools and Academics, whose courses and work have been approved by the faculty, are admitted without examination in all preparatory subjects fully covered by their diplomas.

Applicants from other College must present certificates of honorable dismissal, and may, upon presentation of satisfactory proof of preparation for the class which they wish to enter, be admitted without examination. Such proofs should consist in certificates, stating explicitly both the quantity and quality of the work there completed.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to the Freshman Class of the several courses are examined in the subjects described below. When text-books are named it is for the purpose of indicating more definitely the quantity and quality of the work required. Real equivalents so far as authors are concerned are always accepted.

The requirements of admission are stated in terms of units.

Five (5) recitation periods a week for one year, with recitations of 45 minutes each, is the *unit* of work for entrance requirements, and four (4) periods a week of one hour each will be accepted as an equivalent. In allied subjects, such as the elementary sciences, which are generally given less than a year's time, units may be obtained by adding the time values of such studies. Fifteen units are required of admission.

The following units are prescribed for all courses:

English	3 units
Mathematics	2½ units
History	2 units
Science	1½ units

The remaining units will vary according to the Course desired. See courses as outlined.

DESCRIPTION OF SUBJECTS REQUIRED FOR ADMISSION.

1. **English.**—Of the three units in English required of all candidates, one should be made up of composition and rhetoric, and the other two of English and American literature.

(a) **COMPOSITION AND RHETORIC.**—All applicants will be examined in English Composition. This will include a test in correct spelling, capitalization, punctuation, paragraphing and legible handwriting. The student will be required to write an essay on some familiar subject, suggested by the teacher, in which he is expected to give proof of his knowledge of the principles and constructions of language, and his ability to express himself in clear, accurate English.

(b) **ENGLISH LITERATURE.**—Each applicant is expected to have read carefully certain assigned literary masterpieces, and to have a clear and fresh knowledge of their important contents. The books assigned for the next three years are the following: The Sir Roger de Coverly Papers; Goldsmith's Vicar of Wakefield; Carlyle's Essay on Burns; Scott's Ivanhoe; Lowell's The Vision of Sir Launfal; Tennyson's The Princess; Shakespeare's The Merchant of Venice and Julius Cæsar; Coleridge's The Ancient Mariner; George Eliot's Silas Marner.

In addition to this list a certain number of books are prescribed for thorough and specific study. In the case of these, the student will be examined on the subject mat-

ter, literary form and the system of thought. The books prescribed for this part of the examination are:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Lycidas*, *Il Penseroso* and *Comus*; Burke's *Speech on Conciliation with America*; Macauley's *Essays on Milton and Addison*.

In addition to the above the candidate is expected to present a careful study of the history of English and American Literature.

2. Mathematics.—Algebra one and one-half units and Geometry one unit.

(a) **ALGEBRA.**—This should include the following subjects: Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations, theory of exponents, and the analysis and solution of problems involved in the treatment of these elements.

(b) **ALGEBRA.**—This course should embrace a careful review of the previous work in this subject, and a thorough study of radicals, simultaneous quadratic equations, ratio and proportion, binominal theorem and logarithms.

(c) **GEOMETRY.**—Plane and Solid. In plane geometry special emphasis is placed upon the ability to use propositions in the solutions of original numerical exercises and supplementary theorems.

In solid geometry special attention should be given to the geometry and the sphere. Applications to the solution of original problems are emphasized.

3. History.—No definite course is prescribed in this subject, but the required units may be made up of the following: The History of Greece and Rome, or ancient and Medieval History; the History of England and the History of the United States.

These requirements imply in each case the use of a good standard text-book, and training in the use of works of reference, and some knowledge of historical geography.

4. **Civics.**—The study of this subject should represent such an amount of work as is generally furnished by any good high school text-book. It should include a careful study of the Constitution of the United States, its history and interpretation, and the relations existing between state and federal institutions.

5. **Latin.**—FIRST YEAR'S WORK.—Such an acquaintance with the rudiments of the language, inflections and elements of grammar, as are generally found in an introductory Latin book, together with the ability to read easy stories and fables.

SECOND YEAR'S WORK.—Four books of Cæsar, or its equivalent, together with composition work based on the text read.

THIRD YEAR'S WORK.—Six orations of Cicero. Ability to write Latin based on the text. The historical references and the fundamental principles of Latin syntax.

FOURTH YEAR'S WORK.—Six books of Virgil, with implied history and mythology. The study of prosody and the scansion of hexameter verse.

6. **Greek.**—First Year's Work.—The elements of the language as given in any good beginning book, and one book of Xenophon's *Anabasis*, or its equivalent. Familiarity with grammatical forms and principles.

SECOND YEAR'S WORK.—Two additional books of the *Anabasis*, and three of Homer's *Iliad*, or their equivalents, together with an amount of Greek prose composition equal to one exercise per week for one year.

7. **German.**—First Year's Work.—Elementary grammar together with an amount of reading of easy prose, or narrative, of not less than 150 pages.

SECOND YEAR'S WORK.—This should include the study of the syntax of cases, use of the subjunctive and infinitive modes, modal auxiliaries and practical constructions. An additional amount of reading of standard selections equal to about 250 pages. Prose composition.

8. **French.**—First Year's Work.—Effort should be concentrated upon such an elementary course as will give the student a reading knowledge of the language. This should include careful training in correct and easy pronunciation, and some familiarity with the essentials of grammar.

SECOND YEAR'S WORK.—A review of grammar and the introduction of composition. The reading for the year should embrace selections from representative authors, such as furnish a general outline of the character of French literature.

(a) **PHYSIOLOGY.**—This subject should embrace instruction in anatomy, histology and physiology of the human body, and the essentials of hygiene. Martin's *The Human Body*, Briefer Course, indicates the scope and character of the work required. The text-book should be amplified by the use of charts and models.

(b) **PHYSICS.**—The course in Physics should represent an amount of work equal to that given by such a text-book as Carhart and Chutes. Laboratory practice should accompany the use of the text-book. The student's Laboratory note-book will be considered as a part of the requirements.

(c) **CHEMISTRY.**—The instruction must include both text-book and laboratory work. A careful record of lab-

oratory experiments should be kept, and must be presented in evidence of actual work accomplished. Such elementary text-books as Williams', or Remsen's Introduction to the Study of Chemistry indicate the scope of the work required.

(d) ZOOLOGY.—The work presented in Zoology should extend at least through one semester and consist of a careful study of the structure, habits and life histories of representative animals. Especial attention should be given to the development of accurate observation and ability to draw correctly in laboratory note-books.

(e) BOTANY.—This course should cover the elements of plant structure and physiology, and the life histories of types from the main groups of plants. The knowledge should be derived to a large extent from a study of the objects and should include the ability to classify and name the more common species. Note-book and herbarium collections should be presented.

COURSES OF STUDY.

Outline of Course for A. B. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or French	4	4
Greek, or German	5	5
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

Greek, German, or French	4	4
History	3	3
Zoology and Botany	4	4
Physics, or Political Science, or Language.....	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Greek, or German	4	4
Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

Philosophy	4	4
Science and Philosophy of Religion	3	3
Sociology	2	3
Constitutional and International Law, or Educa'n	3	3
Astronomy	4	—
Ethics	—	3
Bible	1	1

COURSES OF STUDY.

Outline of Course for B. S. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
French, or German	5	5
Zoology	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

French	4	4
Botany	4	4
Mathematics	3	3
Chemistry	3	3
English	2	2
Bible	1	1

JUNIOR YEAR.

Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
Physics	4	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

Biology or Philosophy	4	4
Organic Chemistry or Science and Philosophy of Religion	3	3
Sociology	2	3
Constitutional and International Law, or Educa'n	3	3
Astronomy	4	—
Ethics	—	3
Bible	1	1

COURSES OF STUDY.

Outline of Course for B. L. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
German	5	5
French	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

German	4	4
French, or Political Science	4	4
History	3	3
Zoology and Botany	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Psychology and Logic	4	4
Physics, German, or French	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

German, or French, or Philosophy	4	4
Science and Philosophy of Religion	3	3
Sociology	2	3
Constitutional and International Law, or Educa'n	3	3
Astronomy	4	—
Ethics	—	3
Bible	1	1

PREPARATORY SCHOOL.

The main purpose of this school is to prepare students for college. The work has recently been more definitely organized and placed under the special supervision of a principal. The aim is to provide the most favorable conditions for the pursuit of preparatory study. Persons expecting to enter college will generally save time by attending a good preparatory school, as its courses are arranged with special reference to college work. And young men and women of maturer years can frequently by earnest and faithful application complete the requirements for admission in less time than is necessary for younger pupils. The close connection with the college affords peculiar advantages, and renders the transition to the college less abrupt than is the case in coming from a separate preparatory school.

The preparatory courses offered extend through four years each, and cover the usual requirements for admission prescribed by the best American colleges. The successful completion of any one of these courses admits to the corresponding course in college without examination.

Applicants for admission to this department should be at least thirteen years of age, and must have such proficiency in the elementary English branches as to enable them to pursue successfully the work outlined in these courses.

For the purpose of accommodating such persons as cannot enter the regular preparatory courses, or may be able to attend only a part of the year, classes will be formed in the common branches each term, as follows:

FALL.	WINTER.	SPRING.
English Grammar.	English Grammar.	English Grammar.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	Geography.
Reading and Spelling.	Reading and Spelling.	Reading and Spelling.

PREPARATORY COURSES.

I. Classical.

FIRST YEAR.

LIBRARY
JUN 11 1894
FIRST SECOND
SEMESTER. SEMESTER.

Latin Beginning	5	5
Mathematics, Algebra	5	5
American History and Civics	4	4
First Year English	3	3
Bible	1	1

SECOND YEAR.

Latin-Caesar	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

Latin-Cicero, or Greek	4	4
Physics	4	4
Mathematics-Geometry	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

Latin }	4	4
Greek }		
German }	5	5
Medieval and English History	4	4
English Literature	3	3
Bible	1	1

PREPARATORY COURSES.

Scientific.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or Greek	5	5
Mathematics, Algebra	5	5
History	4	4
First Year English	3	3
Bible	1	1

SECOND YEAR.

Latin-Caesar, or Greek	5	5
Mathematics-Algebra	2	2
Physiology	2	2
History	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, French, or Latin	5	5
Mathematics-Geometry	4	4
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German, or French	5	5
Chemistry	4	4
Zoology and Botany	4	4
English Literature	3	3
Bible	1	1

PREPARATORY COURSES.

Modern Languages.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin	5	5
Mathematics	5	5
American History and Civics	4	4
First Year English	3	3
Bible	1	1

SECOND YEAR.

Latin-Caesar	5	5
Mathematics-Algebra	2	2
Physiology	2	2
Ancient History	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, or Latin	5	5
Mathematics-Geometry	4	4
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German	4	4
French	5	5
Medieval and English History	4	4
English Literature	3	3
Bible	1	1

GERMAN COURSE.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
German Grammar	5	5
American History and Civics	4	4
Mathematics, Algebra	5	5
First Year English	3	3
Bible	1	1

SECOND YEAR.

German Grammar and Authors	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German Rhetoric	4	4
Physics	4	4
Geometry or Greek	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German Literature	4	4
History of Germany and Philology	4	4
Psychology and Logic, or Zoology and Botany..	4	4
Chemistry	4	4
Bible	1	1

DEPARTMENTS OF INSTRUCTION.

Psychology.—This course undertakes a thorough and scientific study of the functions and phenomena of consciousness, as known through introspection and experimental investigation. It includes a careful study of the structure and functions of the nervous system, and aims to give the student a systematic acquaintance with the powers of the mind, their limitation and order of development. The psychological basis of ethics and theism is carefully pointed out and the bearing of this subject on the problems of education is duly noted. Lectures on special phases of mental life supplement the use of text-books.

Baldwin's Handbook of Psychology; Ladd's Psychology, Descriptive and Explanatory; Stout's Analytical Psychology, Sully's The Human Mind and Angell's Psychology are the text-books.

Physiological Psychology.—This course is designed to investigate as thoroughly as possible the relation of mind and body and to determine the physiological basis of mental phenomena. It includes a scientific study of the structure and physiology of the sense organs and the central nervous system, and inquires into the physiological processes that accompany and condition reflex and automatic cerebral action, the quantity and quality of sensations and emotions, attention, apperception and volition. Elective in the Senior year.

Ladd's Elements of Physiological Psychology and Wundt's Grundzuege der Physiologischen Psychologie are the text-books.

Abnormal Psychology.—This subject is principally taught by lectures, and aims to present an outline study of abnormal states of consciousness. It offers an exposi-

tion of the physical and mental conditions of such phenomena as dreams, somnambulism, hypnotism, illusion, hallucinations, spiritualism and kindred forms of mental pathology. The course is designed to supplement the work in general and advanced psychology, and to suggest to the student a method for the investigation and interpretations of these mysterious phenomena.

Logic.—The aim of this course is to give the student a thorough knowledge of the principles of deductive and inductive reasoning. In Deductive Logic attention is chiefly directed to the study of the forms of thought, the analysis of the syllogism, the detection of fallacies, and the estimation of evidence. In Inductive Logic the problem, grounds and principles of the various forms of induction are discussed, and care is taken to familiarize the student with the methods of scientific investigation and discovery.

Hibben's Deductive and Inductive Logic, Hyslop's Elements of Logic, Aikin's Principles of Logic, Davis' Elements of Deductive and Inductive Logic are used as text-books.

ETHICS AND PHILOSOPHY.

Introduction to Philosophy.—This course furnishes a general outline of the scope, divisions and aims of Philosophy. It is designated to introduce the student to the methods and problems of Philosophical study, and to guide him in forming habits of close analysis and original synthesis in dealing with the problems of human thought. First semester of the Senior year.

Fullerton's, Stuckenberg's and Paulsen's Introduction to Philosophy are used as text-books on this subject.

History of Philosophy.—The student of this subject begins with a brief survey of the development of philosophical thought in Greece. Special emphasis is laid upon Plato and Aristotle as illustrating the most important and interesting phases of ancient philosophy. In modern philosophy attention is principally paid to the systems of Kant, Fichte and Hegel. The course aims to acquaint the student with the progress of human thought, but also exhibits the relations of philosophical doctrines of practical life both personal and social. First semester of the Senior year.

The text books used are: Werbe's History of Philosophy, Fairbank's First Philosophers of Greece, Zeller's Handbook of Greek Philosophy, Royce's Spirit of Modern Philosophy, Windelband's History of Philosophy and Calkin's Persistent Problems of Philosophy.

Epistemology.—This course aims to inquire into the nature and conditions of formal truth in connection with the study of advanced logic. It investigates the equipment of the mind for logical operations, and their validity for the knowledge of reality. Thought is regarded as an organic activity which unfolds from within. The history of thought is traced, and the views of the more important thinkers are critically examined for the purpose of developing a constructive doctrine of thought and knowledge. Second semester of the Senior year.

The text-books are: Bowne's Theory of Thought and Knowledge, Ormud's Foundation of Knowledge and Ladd's Philosophy of Knowledge.

Metaphysics.—In addition to the study of Philosophy as connected with the other branches of this department, one term is devoted to Metaphysics. This course embraces Ontology, Cosmology and Psychology. The aim is to deep-

en the interest in the profounder themes of philosophy, and to vindicate a theistic and Christian Philosophy from the misconception to which it is constantly exposed. The more important philosophical questions now at issue among speculators receive due consideration, and the results of recent critical discussions, together with comments, are interspersed with daily recitations. Second semester of the Senior year.

Bowne's Metaphysics, Ladd's Philosophy of Mind, Lotze's System of Philosophy and Ladd's Theory of Reality are the text-books.

Ethics.—This subject is treated as intimately connected with the study of psychology and philosophy, since its foundations lie in the human soul. The various types of the ethical theory in ancient and modern philosophy are critically examined and the metaphysical implications carefully considered. While keeping to the philosophical basis, the aim is throughout to make the instruction practical by showing the application of ethical problems to the diversified relations of the concrete duties of life. Second semester of the Senior year.

The text-books on this subject are: Seth's Ethical Principles, Bowne's Theory of Ethics, Paulsen's System of Ethics and Dewey and Tuft's Ethics.

Philosophical Readings.—This course pre-supposes a Knowledge of Psychology, Logic and the general history of Philosophy. It is intended for students who wish to specialize in philosophy. Readings will be assigned from the modern philosophical writers for the purpose of understanding the different positions taken in the more recent history of thought, such as Rationalism and Empiricism, Monism and Pluralism, Absolutism and Pragmatism. The

class work will be largely supplemented by lectures and free discussions.

Child Psychology.—A course will be offered in Child Psychology for the special purpose of discovering the true nature of the child, its instincts, its ideals as well as its particular needs. The work aims to trace the development of the child out of the original instincts into a rational personality. It is especially adapted to teachers, ministers of the gospel and will be offered as a course in education.

The Psychology of Adolescence.—This course investigates the period of life when the ideals suddenly enlarge, when the youth becomes unsettled in his beliefs, and all life takes on different aspects. It aims to study the forces at work upon unfolding consciousness and to master the best methods for directing them so that the youth may be established in safe principles of life. This course presupposes a course in general psychology. President Hall's "Youth" is the principal text-book.

EDUCATION.

The purpose of this department is to acquaint the student with the history of educational efforts and progress; to establish him in the psychological and philosophical foundations of education, and to prepare him for the work of rational instruction. The course extends through an entire year, and presupposes a thorough acquaintance with history and general psychology.

History of Education.—The work begins with a historical survey of educational theories and practice from the time of the ancient Greeks to the present. The early Christian Schools, the significance of Scholasticism, the Renaissance and the Reformation are carefully studied.

Attention is, however, chiefly directed to the most important problems, suggested by the labors of educational leaders and reformers; and their contributions to the science of education.

Seeley's History of Education, Kemp's History of Pedagogy, Monroe's History of Education, and Boone's Education in the United States are used as text-books.

Philosophy of Education.—The aim of this course is to inquire into the facts of education and their implications. Education in its broadest sense is regarded as a world-process which is intimately related to the history of civilization. But it has also a temporal aspect, under which the mind unfolds and reveals its inner nature. The problems of genetic psychology receive careful attention; and the fact that education is a process of self-realization through self-activity is constantly emphasized.

The text-books used are: Horne's Philosophy of Education, Rozenkranz's Philosophy of Education, Kant's Educational Theory and Henderson's Education and the Larger Life.

Science and Art of Teaching.—This subject is an application of the principles of education to the art of teaching. Psychological facts are considered as the basis; and the laws of mental development are regarded as illustrating the most favorable conditions of intellectual growth. The actual needs of the teacher are constantly kept in view. The application of general principles to the method of teaching special branches, particularly those of the high school curriculum, serves to make this course entirely practical.

Horne's Psychological Principles of Education, Bagley's Educative Process, Compayre's Lectures on Teach-

ing, Putman's Manual of Pedagogics and McMurray's Method of Recitation are used as text-books.

School Management.—School supervision and management is the particular branch pursued during the third term. It includes a study and discussion of the essential elements of a good school; the hygienic conditions of the schoolroom, and the various problems that arise in the organization of the work, and the government of the school. It is intended to meet the requirements of teachers for schools of different grades.

Arnold's School and Class Management, Bagley's Classroom Management, Dutton's School Management, Seeley's New School Management and Roark's Economy in Education are the text-books.

BIBLICAL LITERATURE.

The Bible.—The study of the Bible extends through the entire College and Preparatory Courses, classes meeting once a week. The course is systematic and progressive, and aims to acquaint the student with the historical facts of the Old and New Testament Scriptures, and the truth and principles of Christianity as taught by Christ and his apostles. The relation of the Bible to general history is carefully pointed out, and its influence upon the world, as a supernatural revelation is duly recognized. While no attempt is made to teach a dogmatic system of belief, attention is constantly directed to the profound significance of this study for religious culture and the development of the best type of character.

Christian Evidences.—This subject deals with the fundamental facts of Christianity and the various arguments in proof of its claims. This course embraces the

study of the nature and aim of Christianity, the miracle, the person of Christ, the authenticity, the genuineness and credibility of the Gospels, the testimony of the apostolic and patristic ages, and the effects of Christianity on human life and character. The method pursued is both historic and philosophical, and aims to bring to the mind of the student the Christian system as in harmony with nature and the dictates of reason, and as having the highest claims upon human acceptance. Second semester of the Senior year.

Fisher's *Grounds of Theistic and Christian Belief*, Robinson's *Christian Evidences* and Harris' *Self-Revelation of God* are used as text-books.

Natural Theology.—This subject treats of the existence and character of God, as these may be known from reason and nature. It assumes that nature bears the impress of the Creator, and that this is discoverable by reason. The results of scientific investigation and discovery are recognized and utilized so far as they bear on the subject. The insufficiency of the teaching of nature in regard to moral and religious truth is pointed out, and the mind directed to an appreciation of the divine revelation furnished by the word of God. First semester of the Senior year.

Valentine's *Natural Theology*, Flint's *Theism*, Peabody's *Christianity and Science*, Fisher's *Manual of Natural Theology* and Kirn's *Religion a Rational Demand* are the text-books.

Philosophy of Religion.—This course is designed to investigate as thoroughly as possible the rational grounds of religious faith and life. The foundations and the logical value of the theistic argument are critically examined, and the relation of theism to Christianity is carefully pointed

out. The principal anti-theistic theories are noted, and emphasis is laid upon the fact that the theistic conception meets and harmonizes the demands of the free intelligent spirit and constitutes the solution of the universal problem. Second semester of the Senior year.

The text-books used are: Bowne's Theism, Cairds' Philosophy of Religion, Harris' Philosophical Basis of Theism, Fraser's Philosophy of Theism, Schultz's Outline of Christian Apologetics and Flint's Agnosticism.

Growths of Religious Concepts.—This course, extending throughout an entire year, is open to graduate students only. It aims to study the world's great religions for the purpose of discovering the psychological principles involved, the manner in which the different religious concepts have attained their present form, and the direction in which we must look for their future development.

No special text-book is used but throughout the course the student is stimulated to original research. A thesis of not less than four thousand words embodying the results of original investigation along lines indicated by the course will be required for its completion.

HISTORY.

The aims of this department are: (1) to present a clear and comprehensive view of "the course of human events" from the dawn of civilization to the present time; (2) to chart the main features in the pilgrimage of those Western Peoples from whom we derive our own civilization; (3) upon this foundation, to construct the framework of our own national history; (4) to review the career of those peoples of the "Greater Orient" who are now coming into the main current of history; (5) to awaken

the hitsorical imagination of the student and to develop in him a keen sense of cause and effect in the affairs of human life; (6) to furnish the necessary historical background for the profitable study of literature and the social sciences.

The text-book and library methods are supplemented by the lecture method with such use of source material as is consistent with the above aims. Analytical outlines, chronological charts and sketch maps are also required.

PREPARATORY COURSES.

I. American History and Civics.—Four hours, first and second semester, first year. The study of history should begin with the present and the familiar, then proceed to the remote and the past. Only so can it be made to yield the most fruitful results for the beginner. This course, therefore, furnishes the natural starting point for the American student, explaining as it does the institutions with which he is already familiar.

II. Ancient Oriental, Greek, and Roman History.—Four hours, first and second semesters, second year. This course traces the origins and early development of our civilization, down to its overthrow by the Barbarian Invasions of the Roman Empire.

III. Mediaeval History of Europe.—Four hours, first semester, fourth year. Traces the decline of Western European culture and civilization; the conflict of Christendom with Heathendom and Mohammedanism; the revival of Western Europe; the rise of modern states; the rebirth of Western Civilization.

IV. History of England.—Four hours, second semester, fourth year. Traces the Anglo-Saxon Invasion of Roman Britain; the rise of the English nation; the Norman Conquest; the development of the English constitutional State; the colonial expansion of England; the long struggle for civil and religious liberty; formation of the British Empire.

ADVANCED COURSES.

V. Modern European History.—Three hours, first semester, Sophomore year. Traces the development of European civilization through the Reformation and the Thirty Years' War; the development of Absolutism and rise of benevolent Despotism; outbreak of Revolution and rise of Democracy.

VI. Politico-Economic History of the United States.—Three hours, second semester, Sophomore year. Intended as a preparation for the scientific study of Economics and Politics. This traces the progress and inter-relations of the political, industrial, commercial, financial and agricultural interests of the country.

VII. The Constitutional History of the United States.—Alternates with VI. Traces the influence of English Constitutional development, the Colonial and State models; the Critical period of experimentation; the Formation, Defense and Progressive Interpretation of our federal and State constitutions.

VIII. Historical Development and Civilization of the "Greater Orient."—Intended to familiarize the American student with our new neighbors on the Pacific, and prepare him for the intelligent consideration of the new questions that have entered into American politics.

THE SOCIAL SCIENCES.

ECONOMICS, POLITICS AND SOCIOLOGY.

The aim of the department will be to give the student a general knowledge of the Principles, the Literature, and the Practical Applications of the distinctive Social Sciences. The ideal of education as training for social efficiency is kept steadily in view and it is purposed to make the department, so far as possible, a School of Citizenship and Applied Christianity.

The thorough mastery of an outline text-book, supplemented by further study of special topics by the lecture, the library, and the laboratory methods, is the program prescribed for all classes in the department. The presence of students from all sections of North America adds greatly to the interest of the classroom discussions in greatly to the interest of the classroom discussions in these subjects.

I. Introduction to the Study of Society.—Two hours, first semester, Senior year. A concrete study of the origin, growth, structure and functions of the local society or community, as a basis of abstract scientific thinking about familiar social facts, as an inductive method of approach to the special social sciences, and as a means of emphasizing their essential unity in an integral social process.

II. The Elements of Political Science.—Four hours, first semester, Sophomore year. An examination of the nature of the State including the ideas of Sovereignty and Civil Liberty); the structure and functions of Government in general; and some account of national politics and international diplomacy.

III. American Government and Politics, Municipal, State and National.—Four hours, second semester, Sophomore year. A detailed study of the American Political System in its principles and practical operation. The rights and duties (with special emphasis upon the *duties*) of Citizenship in a Republic; the ideal of Efficient Democracy as the goal of political development; and current questions in Practical Politics, are included in this subject.

IV. The Principles of Economics.—Four hours, first semester, Junior year. A study of what constitutes Value and how it is produced, maintained, increased or diminished in accordance with the natural laws of Business Enterprise and of human capacity for enjoyment. The immutable conditions of material welfare; the artificial restraints and obstacles interposed; the ideals of Democracy in Industry and Social Justice in economic legislation; and the true economy of all industrial resources, including that of human life, are the principal topics covered.

V. Constitutional Law.—Three hours, first semester, Senior year. A comparative study of the constitutions of the four leading countries of the world. Includes a close, logical analysis of the forms of government; the construction and operation of the several parts of the constitution; together with an exposition of the principles and tendencies of each. An excellent discipline in political reasoning.

VI. International Law.—Three hours, second semester, Senior year. This subject comprises an historical and critical study of the international relations of sovereign states, and a discussion of the principal rights and obligations which civilized nations have come to observe in their relations and intercourse with one another. It is of

the utmost importance to those who are to participate, directly or indirectly, in moulding public sentiment or shaping the policy of our government, towards other nations.

VII. **Outlines of General Sociology.**—Three hours, second semester, Senior year. Traces the development of Sociological Theory, including the Structural and Functional Types of Descriptive Analysis of Society; the Psychological and Teleological Interpretation of Social Phenomena; the relation of Sociological Method to Social Reform; and attempts to formulate for solution in the light of the foregoing survey, the practical problems of modern society.

GERMAN LANGUAGE AND LITERATURE.

The aim of this department is to meet the wants of both German and English speaking students.

The German course requires reading, spelling and writing—German and English—English grammar, arithmetic and geography as preparatory studies. The course judiciously combines English and German studies throughout, including three year's work in English language and literature. American History and the various scientific and Mathematical branches of the course are all taught in English. The other studies are taught in German and aim to furnish the student with a thorough knowledge of the German language and literature—special attention is paid to grammar, composition, rhetoric and literature. A course of lectures supplements the text-book on rhetoric and a very critical study is made of classic masterpieces of literature.

The work in English, together with special instruction in elocution and oratory, lays a good foundation for an English education and prepares the student for public

speaking, which is the aim of most of those who pursue this course. Students completing this course may receive a diploma; and such as wish to enter upon a regular college course will be admitted to the Freshman class without examination.

The German required in the regular College Courses affords students an opportunity to acquire a thorough scientific and practical knowledge of the German language. To secure this result the so-called grammatical and natural methods are judiciously combined. The student is led naturally but systematically to acquire a sufficient working vocabulary, a knowledge of the grammatical construction and idioms of the language, and of the best German literature by translation, sight-reading and lectures. To secure the highest practical results, the German language is made as far as practical, the medium of all instruction, and regular exercises in conversation and composition are required throughout the entire Course.

Students speaking the German language are advised to pursue regular German studies instead of translations, as many years as may be required in their College Courses.

FRENCH LANGUAGE AND LITERATURE.

The course in French extends through three years and aims to give the student such practical knowledge of the language as will enable him to appreciate its literature and prepare him for broader fields of study. During the first year attention is chiefly directed to the mastery of pronunciation, the acquisition of a working vocabulary and a knowledge of the essential principles of grammar. Easy prose selections are read and supplemented by written exercises based upon the text read. Memorizing of short

French poems is required. Oral exercises and dictation are added to accustom the ear to the sound of the language.

During the second year grammar is reviewed and work in original composition is introduced. The reading for the year embraces selections from representative authors and aims to furnish a general survey of French literature. Private reading in addition to class-room work is encouraged and tested by oral and written examinations. The relation between French and cognate languages is pointed out and utilized for training in the principles of philology. Memorizing and dictation exercises are continued. In order to make the work of this department as practical as possible the French language is used in the recitation room as far as practicable.

The work of the third year is devoted chiefly to the study of modern literature and the practical use of the language. Larson's *Historie de la Litterature Francaise* serves as a guide. French conversation and composition receive constant attention, the aim being to lead the student to an easy and correct use of the language. Collateral reading will be encouraged and the student will be required to prepare an abstract in French of what he has read.

LATIN LANGUAGE AND LITERATURE.

The chief aim in the first year of Latin is to acquire a good working vocabulary and a knowledge of forms and the easier constructions.

In the second and third years, in connection with the reading of Cæsar and Cicero, frequent exercises in composition based on the text are required and special attention is given to comparison of Latin and English idioms.

The fourth year is given to the study of the first six books of Virgil's Aeneid, with attention to the structure of the verse and practice in scanning.

The study of Latin extends through five years, including preparatory work. In addition to the authors read in the preparatory course, selections are made from the best writers of the Golden and Silver age—Livy, Horace and Tacitus.

Sight reading is continued; and written translations and historical, critical and explanatory papers are from time to time required.

Elective courses provide an opportunity for such persons as desire to specialize in Latin to continue the study for two additional years.

GREEK LANGUAGE AND LITERATURE.

The studies of this department extend through four years and are required of all candidates for the degree of Bachelor of Arts.

During the first year a thorough mastery of inflection, with the use of accents and the ordinary grammatical constructions is required.

During the second year special attention is given to Greek syntax and idioms.

The following is the scheme of study:

First Year.—Goodwin's Grammar and White's Beginner's Greek Book.

Second Year.—Selections from Anabasis, Hellenica and New Testament, Goodwin's Moods and Tenses and Pearson's Prose Composition.

Third Year.—Selection from Herodotus, Homer's Iliad and Odyssey, Plato's Phædo, or Crito.

Fourth Year.—Sophocles' *Antigone*, Demosthenes' *Oration on the Crown*, or selections from other authors.

An additional year of Greek may be elected by anyone who desires to continue its study. History, Geography and Archæology as related to the various subjects and countries, receive proper attention, and throughout the course it is the aim of this department to contribute its share to the development of the highest grade of scholarship.

ENGLISH LITERATURE.

The study of literature constitutes an important part of a liberal education. It introduces the student to the companionship of great and noble minds, and aims to give him a clear conception of the beauty and force of the great masterpieces that give dignity to language. The appreciative contact with the noblest works of the best writers cannot fail to have an inspiring and refining influence upon the thought of the student, and to contribute to the acquisition of a natural and effective use of language in speaking and writing.

American Literature.—This course takes up the history of American Literature, the produce of a part of the English people under new geographical and political conditions. It is essential, therefore, that the student be thoroughly acquainted with both English and American political, social and literary history. He must know what the environments of our literature are; and what are the relations between cause and effect, between the Saxon mind in England and the Saxon mind in America.

One year is devoted to this subject and comes in the Preparatory course, third year. In connection with a textbook, many standard productions, both poetry and prose,

are critically analyzed in class. Besides this, the student is required to pursue a course of reading and prepare written exercises such as reproductions, critiques and reviews of several standard prose works. These exercises are carefully criticised by the teacher and some are read and discussed before the class.

Newcomer's text-book is used, besides a number of classics and other noted works of reference. Classes meet four times a week.

Elementary English Literature.—This course includes a thorough study of the logical development of English Literature and a brief survey of the general character of its different periods. Special attention is paid to representative authors. A text-book serves as a guide in the study, but this is supplemented by copious selections from English masterpieces. This course is governed by "College Entrance Requirements in English." In the study of these masterpieces the student becomes acquainted with the style of different authors. Besides closely and critically analyzing a number of the standard works, collateral reading is required; and written exercises, biographical and critical, upon these authors, are read and discussed in class. The course extends through one year in the Preparatory department, classes meeting three times a week.

The Making of English Literature by Crawshaw is the text used. English classics and other standard works of reference, such as Pancoast's History, are freely used.

English Essays.—This course extends through the second semester of the Sophomore year. A study of the chief English essayists from Bacon to the present time. Analysis of prose style and structure as related to the historical development of the English Language. These upon assigned subjects.

English Poetry.—This course extends through the first semester of the Junior year. A study of the leading English poets of the Victorian Era, from Wordsworth to Browning inclusive. Emphasis is laid upon the relation of poetry to national life and religion. Theses upon assigned topics. The text: Bronson's English of the Nineteenth Century.

English Fiction.—This course extends through the second semester of the Junior year. Study of the relation of the novel to the drama and to science. Analysis of the principles of novelistic style and structure; the plot, characters, setting, etc. Study of the great masterpieces of English fiction and a thesis upon some one of these is required of each student. The text: Perry's A Study of Prose Fiction.

ENGLISH RHETORIC.

First Year English.—After a thorough study of Grammar, this course supplies a long-felt need, in preparing the way for Rhetoric. Its aim is to make clear the relations of words, phrases and clauses in the sentence already formed, and help the student shape his own thought into vigorous, well knit idiomatic English. This subject also shows the historical connections between present usage and earlier construction. Its plan is to correlate English syntax with that of other languages, which the first year student is beginning. In composition the exercises are analytic and constructive, thus leading to a clearer apprehension of the interdependence of syntax and composition, and a fuller survey of the subject as a whole in its essential unity.

Scott and Denney's Elementary English Composition is used as text, classes meeting four times a week.

Elementary Rhetoric.—One year is devoted to the study of Elementary Rhetoric, classes meeting four times a week. The course embraces a careful study of the principles and rules of punctuation with their application; instruction in the choice of words, the elements of style, figures of speech, structure of sentences and forming of paragraphs. The work is made as practical as possible by requiring written exercises in addition to the study of the text-book. The aim of these exercises is to emphasize the points presented in the text, more especially to provide for frequent drills in oral composition. This course is introductory to Freshman Rhetoric.

Scott and Denney's Composition and Literature is used as text-book.

Rhetoric.—This course extends through both semesters of the Freshman year. Exposition of the principles of style. Lectures upon the canons of composition with higher rhetorical and literary criticism. The practice in composition is based upon analysis of the four forms of discourse as illustrated by specimen selections from representative modern writers. Cairn's Forms of Discourse and Carpenters' and Nutter and Kittredge's Specimens of English Prose Compositions are the texts.

History of the English Language.—This course extends through the first semester of the Sophomore year. Analysis of the methods of philological science as applied to the study of English. Study of the historical development of the English language. Discussion of phonology, orthography, dialects and idioms, the competent elements of the English vocabulary and lexicography. Emphasis is laid upon the relation to cognate languages. Emerson's History of the English Language is the text. Earle's

Philology of the English Tongue and Trench's Study of Words are used as reference.

Forensics.—This course extends through both semesters of the Sophomore year. Study of the principles of debating. Preparation and delivery of arguments upon live subjects. Discussion of the forms of address as relating to persuasion, conviction, etc. Practice in writing private and public letters, editorials, commemorative, eulogistic, and post-prandial speeches. Alden's Art of Debate and Baker's Forms of Address are the texts.

PUBLIC SPEAKING.

Elementary Public Speaking.—This course extends through both semesters and is open to members of the Preparatory school. Practice in the elements of speaking, breathing, pronunciation, tone quality, pitch, time, emphasis, gesture, etc. Delivery of selections from masterpieces of modern eloquence. Mitchell's College Speaker is the text.

Freshman Public Speaking.—This course extends through both semesters of the Freshman year. Drill in the fundamental principles of public speaking, directness, earnestness, dignity, etc. Study of details, moods in the presentation of thought, etc. Analysis of the different styles of delivery, conversational, elevated, impassioned, etc. The entire course is based upon practice in the delivery of standard selections from modern authors. Clark and Blanchard's Public Speaking is the text.

Advanced Public Speaking.—This course extends through both semesters and is open to those who have completed the Freshman course in oratory. Lectures upon the technical problems of public speaking. Voice training

for quality and economy. Delivery of oratorical masterpieces. Clark and Chamberlain's Principles of Vocal Interpretation is the text.

Extemporaneous Speaking.—This course extends through the second semester and is open to members of the three upper college classes. Discussion of the principles of extemporaneous oratory. Practice in extemporaneous speaking and debating. Buckley's Principles of Extemporaneous Oratory is the text.

Private Instruction.—Those students who feel the need of training for the removal of defects of speech and those who desire to fit themselves for work in professional reading and lecturing may obtain special private instruction at the following rates:

Single lessons, one hour	\$ 1.50
Twelve lessons, forty-five minutes each.....	12.00

MATHEMATICS.

The study of mathematics aims to develop the power of clear and consecutive reasoning, to form habits of exact and accurate expression, and to prepare for the pursuit of higher technical work and scientific research. It therefore justly holds a prominent place in the College curriculum.

PREPARATORY.

Arithmetic.—In the Preparatory department provision is made for elementary and higher instruction in Arithmetic. The course extends through three terms. Fractions, Percentage and Higher Arithmetic are taken up successively, one term being devoted to each branch of this fundamental work in mathematics.

Algebra.—One and one-half years are devoted to the study of the Elements of Algebra. Special emphasis is placed upon the elementary forms of analysis which supplement the work in Arithmetic and furnish the medium for the prosecution of advanced subjects in this department.

Geometry.—Plane Geometry is taken up in the first semester of the fourth year in the Preparatory department. Wentworth's Plane and Solid Geometry is used as text-book. Nicety and exactness of statement will be insisted upon, so that the study of this subject may benefit the student's language as well as improve his knowledge of Mathematics.

Solid and Spherical Geometry.—This subject taught in the winter and spring completes the work required in mathematics for admission to the Freshman class. But in addition to the text-books a large number of original exercises and problems are given in order to cultivate skill and power in applying principles and methods already learned, and to develop in the student a thorough mastery of his own work and resources.

COLLEGE.

College Algebra.—This subject is studied in the first semester of the Freshman year, and completes the work in Algebra. Beginning with a review in Quadratics, the course includes a thorough study of the Theory of Equations, Binomial Theorem, Series, Determinants, etc. The theory and use of Logarithms receives special attention.

Plane and Spherical Trigonometry.—Trigonometry is offered in the second semester of the Freshman year. The text used is Bauer and Brooke's. A thorough mastery of

the essential principles of the subject is required, and a large number and variety of exercises and examples are given in order to develop skill and judgment in applying principles. In connection with the study of Trigonometry sufficient work will be done in surveying to illustrate its practical method and furnish the student examples for logarithmic computations.

Analytic Geometry.—This course is arranged for the first semester of the Sophomore year and is required in the Scientific course, but elective in the other courses. The work embraces the study of the Point, Straight Lines, Circles, Loci, Parabola and a fuller treatment of Conic Sections. Numerous exercises and problems are added and a thorough work is insisted upon as a means of securing the best mental discipline.

Advanced work in Plane Analytics and Solid Analytic Geometry may be elected in the second semester of the Sophomore year.

Surveying.—This subject is required in the Scientific course. Hodgman's Manual serves as text-book. The chief aim in this study is to familiarize the student with the ordinary operations and computations of surveying and leveling. Sufficient work is required to enable the student to understand the various instruments and to use them with facility. Calculus may be substituted for Surveying.

Differential and Integral Calculus.—This course may be elected in the Junior year. Integral and Differential Calculus are to a large extent studied together. The aim is to make this a practical and interesting study. Many problems which had seemed obscure to the student thus far are readily solved by the aid of the Calculus. Elec-

tives are also offered in Determinants and advanced Calculus.

Analytical Mechanics and Quarternions.—This is an elective course for the Senior year, two hours a week. Bartlett's Analytical Mechanics is the text-book. A brief course in Quarternions is added in the Spring term. Hardy's text is used. This course will be varied somewhat from year to year so as to meet the needs and as far as possible the preference of the different classes.

PHYSICAL SCIENCE.

Elementary Physics.—This course extends through one year and corresponds in grade to the work usually offered in secondary schools. Those who enter it should have a working knowledge of the metric system and the elements of algebra. Recitations, demonstrations before the class, problems, and carefully correlated laboratory work make the course interesting, practical and thorough. Students are required to perform fifty quantitative experiments which are carefully recorded and submitted to the instructor for criticism. Millikan and Gale's text-book and Manual are used in this course.

Advanced Physics.—The work of this course extends through two semesters and presupposes such knowledge of the subject as Elementary Physics aims to furnish. Considerable time is given to the working of problems and to the discussion of those fundamental laws and principles which underlie the science. The historical development of the subject, as well as the contributions made by prominent investigators of the present day, receive special attention. During the first semester Mechanics and Heat are studied; Sound, Light and Electricity are taken up during the

second. Class room work is supplemented by lectures and demonstrations, and by a Laboratory Course in quantitative determinations. The experiments required are selected with a view to develop thought power and to stimulate interest in the subject. In addition to the required work, students are encouraged to read recognized authorities along lines suggested by the instructor.

Crew's General Physics and Ames and Bliss' Course of Experiments serve as text-book and laboratory guide.

Advanced Physical Measurements.—The aim of this course is to establish an intimate and vital connection between the theory of physics and experiments in the laboratory. It is open to all studies who have completed a course in General Physics such as is offered Northwestern College and who have the necessary mathematical preparation. Precision of measurements and careful determination of physical constants are emphasized throughout the course. The time required for this course will vary somewhat with the individual; the average student will be able to complete the work in one year, by spending two hours per day in the laboratory.

Elementary Chemistry.—This course is designed to furnish an introduction to chemical theory, to the use of symbols, formulæ and equations; and to a practical knowledge of the elements and their more important compounds. It extends through one year and counts for four hours, two hours being spent in recitation and four in the laboratory each week. It is open to all students in the preparatory department, and is required of all expecting to enter the scientific course. Henderson's Elementary Chemistry and Experiments are used as text-book and laboratory manual.

General Chemistry.—This course is intended for students desiring to complete the Philosophical and Classical Courses and who have not had a course in Elementary Chemistry. It extends through the Junior year, two hours per week being spent in the recitation room and four hours per week being devoted to laboratory work. In the first semester the study is mainly of acid forming elements; in the second semester the metals and some of the more important organic compounds are studied. This is a strong course and meets in an admirable manner the needs of those who desire a general knowledge of the facts and methods of Chemistry. Newell's College Chemistry is used as text-book. Laboratory work is taken from Smith's Manual.

Advanced General Chemistry.—This course is intended for Scientific students who have had one full year of chemistry and is in every respect a very strong course. In addition to the work usually studied in General Chemistry, considerable time is devoted to the consideration of the physical-chemical theories and their relation to chemical phenomena. Recitations are held twice a week throughout the year and a minimum of four hours laboratory work is required although more time may be profitably spent on the work outlined for the course. Smith's General Inorganic Chemistry and Laboratory Manual are used in this course.

Qualitative Analysis.—This course is required of students who desire to complete the Scientific Course. It extends through one semester, eight hours per week being spent in the laboratory. The study of the bases is first taken up. The student deals for the first few weeks with known compounds and by lecture, recitation, and laboratory work, is led to familiarize himself with the distin-

guished characteristics of the various groups, sub-groups and separate elements. He is then directed to deduce a scheme of analysis which will enable him to discover and identify the basic elements. Unknown solutions are next taken up; first those which are comparatively simple, later those which are more complex. Acid analysis is studied and developed in a similar manner. The latter part of the course is spent in analyzing minerals, alloys and complex mixtures of various kinds. Newth's Manual of Chemical Analysis is used in this and the following courses. This course alternates with Organic Chemistry. Will be offered in 1911-'12.

Quantitative Analysis.—This course extends through one semester of the Junior year. It consists of laboratory work with lectures on laboratory methods and individual instruction at the students desk. Besides systematic work in gravimetric and volumetric analysis, it includes the quantitative determination of a graded series of compounds. The choice of substances will be governed by the interest or needs of the student, the aim to secure a thorough knowledge of the subject and to develop the judgment by careful attention to the details in the application of means to ends. Will be offered in 1911-'12.

Organic Chemistry is offered alternate years and is open to students who have completed a course in General Inorganic Chemistry. The course extends through the year two hours per week being devoted to lectures and recitations four hours per week to laboratory work. Will be offered in 1910-'11.

Geology.—Since Geology depends upon so many other sciences for its comprehension, it is appropriately placed in the second semester of the Junior year. The text-book used is Brigham's Geology: and LeConte's Elements and

Dana's Manual are recommended for additional reading. Field work is done as much as possible; our locality affording special facilities for observation of drift deposits. Mineralogy is taken up in connection with Geology one hour a week. Talks are given on composition of minerals, crystallography, etc., etc., and about fifty minerals are studied and determined by their external characteristics.

Astronomy.—The aim of this course is to give the student general knowledge of mathematical and descriptive astronomy. The institution is based on the use of a text-book and observation is encouraged as far as possible. The most recent additions to our knowledge of the heavens are brought to the attention of the students and duly considered in the recitation and lecture room.

One term of General Astronomy is required of all candidates for degrees; in the Philosophical and Scientific courses provision is made for an additional term. Young's General Astronomy is used as a text-book.

BIOLOGICAL SCIENCE.

Physiology.—The object of this course is to give the student a general knowledge of the structure and functions of the various organs of the body in their normal conditions. Enough anatomy is given to render the physiological discussions intelligible, and enough of hygiene to guide to an intelligent care of the body. Demonstrations illustrating the subject accompany the study. Walker's Physiology is used as text-book. Advanced work in this subject is provided in the Junior year of the Scientific course, Martin's Human Body being the text-book.

Elementary Botany.—This course aims to furnish an introduction to the scientific study of plant life. Begin-

ning with the simplest forms, representative types are selected for careful analysis, including a study of the structure, nature and growth of plants. Practical work in analysis and classification is required, and adds greatly to the interest and value of the study. Bergen's Elementary Botany is the text-book.

General Botany.—This course runs through one semester and is intended for students in the Classical and Philosophical courses. Bergen and Davis' Principles of Botany is used as text. Laboratory work two hours a week is required in which the principal types of Cryptogamous and Phanerogamous plants are studied, as well as the structure and tissues of the higher plants. Field work is also required. Students are expected to study, classify, press and mount 60 specimens, of which 30 are also to be carefully described. Material from the College Herbarium is constantly used to illustrate the subject.

Advanced Botany.—This course is open only to such as have had preparatory training in Botany and is required of students of the Scientific course. The course runs through the year and consists of text study and recitations; laboratory work two hours a week for the year; field study of such types as may be found in the vicinity of Naperville; and the study of herbarium construction and classification. For the recitation, Atkinson's College Botany or some equivalent text is used. In the laboratory, the compound microscope will be freely used in the study of type plants and their structure. The student is required to collect, press and neatly mount 100 specimens, and correctly arrange them in Order covers, and 40 specimens are to be accompanied by carefully written descriptions. The College Herbarium of over 30,000 specimens will be constantly used to furnish illustrative material.

Elementary Zoology.—This course gives the student an introduction to the study of animal life. Specimens illustrating distinct types are used as much as possible. Observation of the life and habits of local species is encouraged. In the class room Davison's Practical Zoology is followed as text. Laboratory exercises two hours per week are required throughout the semester.

General Zoology.—This course is more extended and advanced than the last but does not necessarily require any previous study of the science. It is intended for students of the Classical and Philosophical courses. Linville and Kelly's General Zoology is followed as a text-book. Specimens from the College Museum are constantly used to illustrate species under discussion. In the Laboratory the most important animal types are studied. Observation of the habits and life history of the animals to be found in our vicinity is encouraged as much as possible.

Advanced Zoology.—Students taking this course are required to have an elementary knowledge of the science. This course is required in the Scientific course and is recommended to all others who expect to make the teaching of Biology a life work. The classification of animals is studied more carefully and thoroughly than in the other courses. Recitations will be based on Hertwig's Manual of Zoology as a text-book or on some other text of equal standing. Laboratory work extends through the year and all the important types of animals are studied. The compound microscope is frequently used. The student is expected to collect, preserve and carefully classify 50 specimens of animals as found in this locality.

Advanced Biology.—This course is offered in the Senior year of the Scientific course, and presupposes such proficiency in biological study as the prescribed work of the

preceding years may be assumed to have furnished. The first semester is devoted to the microscopic investigation of the structure of plant cells, and various vegetable forms; and the second to the nature and physiology of animal life, together with the activities and diversities in typical forms, the distribution of animals and their adaptation to geographical environment. The formal class-room instruction is supplemented by individual laboratory work, and the results are reported in written form. Careful instruction in Microscopic technique is given throughout the year. The student is expected to learn the best methods of killing and fixing tissues imbedding in parafin, sectioning, staining and mounting several media. This course is of special value to teachers of Biology.

MUSIC.

The work in music divides itself into theoretical and practical. The theoretical courses are open as electives to college students who have received the Sophomore year, and possess such musical ability as will enable them to pursue these courses with profit. Full credit will be given for work in Harmony, History and Theory of Music in making up the requirements for the bachelor's degree. The election and substitution of this work is, however, in all cases subject to the approval of the faculty.

Harmony.—This subject is indispensable to the student of music. It embraces the science of intervals, scales, chords, chord progression, modulation, suspensions, transpositions, key-board exercises, harmonization of melodies and basses, and analysis and construction of Hymn tunes. Richter's Manual of Harmony, and Chadwick's Harmony are used as text-books.

History of Music.—This course includes a survey of music from its earliest beginning to the present time; Primitive music of different races; the Greek system of music; the early Christian form; the polyphonic music of the Middle ages; the development of the Oratorio; as well as the study of musical instruments and the biographies of the great composers. Matthew's History of Music and Fillmore's Musical History are the text-books.

Theory of Music.—This course treats of the numerous subdivisions of musical knowledge not included in Harmony and History. It is a most important branch of study, embracing, as it does, so many points of practical value to the student. Among these may be mentioned the elements of acoustics and tone quality, accents, rythmics, melodies and dynamics. Musical forms are analyzed and explained. The theory of interpretation is outlined, and the student is led to an appreciation of the general laws and principles underlying music as a science and as an art. The text-book used is Elson's Theory of Music.

For a fuller account of the different courses in music, as well as the general conditions and requirements, see School of Music in this catalogue.

SCHOOL OF COMMERCE.

The purpose of this department is to provide for a thorough business education. The regular commercial studies may be completed in one year, but persons deficient in the common English branches will require two years. The aim is to give the student a clear and practical knowledge of the Science of accounts and all com-

mercial transactions. The plan of the work is broad and liberal, thorough and complete, and embraces all the principles and the varied details from the simple idea of debit and credit to the most complex and intricate computations. The work is so practical that it cannot fail to be of greatest value to every student, whatever his pursuit in life may be.

Its connection with a literary college gives the department many important advantages. Commercial students are in daily contact with the students of the college and receive the benefit of all those literary stimulations that prove so helpful in the pursuit of knowledge. They have free access to the College library and reading room, and may enter any College class for which they are properly prepared.

Book-Keeping.—This study embraces the theory of accounts by Single and Double Entry. The first term is devoted to elementary work during which the student becomes familiar with Day-Book and Journal entries, opening and closing the Ledger, making Trial Balances, Financial Statements, and the various forms of Inventories, Bills, Discounts and Premiums. The second term advanced work in Book-keeping and Banking is taken up. The student is required to work in books and forms as used in Wholesale, Retailing, Commission, Shipping, Railroading, Partnership and Manufacturing. The practical work of this term is performed in connection with offices fitted up for this purpose.

Commercial Arithmetic.—In the study of this subject attention is especially directed to Interest, Bank Accounts, Trade Discounts, Stocks, Bonds, Insurance, Partnership, and Equation of Accounts. It is intended to give the

student thorough knowledge of all forms of Arithmetics bearing upon commercial transactions.

Commercial Law.—In this branch careful instruction is given on the following subjects: Contracts, Negotiable Papers, Agency, Partnership, Corporations, Payments, Liens, Interest and Usury, Bailment, Guaranty and Surety, Real Estate Conveyance and Settlement of Estates. A text-book is used but frequent lectures are added to supplement the work.

Commercial Geography.—This subject is taken up during the Spring term, and aims to furnish a general survey of the development of industry and the expansion of commerce in the civilized countries of the world. The production and distribution of the principal articles which enter into American trade are studied with special care. The instruction is based upon the use of a text-book, but supplemented by class-room discussion.

Actual Business Practice.—This is one of the special features of the course. Here business is transacted on the actual business plan which brings into practice the theories and the principles daily taught in the class-room. The Department is furnished with Banks, Commission and Wholesale Houses, and all the appliances necessary to acquaint the student thoroughly with actual business operations.

Penmanship.—Classes in Penmanship are formed every term. Careful and systematic instruction, and painstaking practice enable the student to acquire not only a thorough knowledge of the theory of the art, but also ability to rapid and graceful execution. Weekly drills in writing Letters, Notes, Receipts, Drafts, Orders, Checks, etc., accompany the work in Penmanship.

Special Drill Exercises.—Special exercises in Business Correspondence, Drawing up of Contracts, Leases, Deeds, Mortgages; and the various forms of Commercial Papers continue throughout the course.

All papers and books are carefully inspected by the Teacher, and errors are marked and the forms of correction suggested. But the student is in every case required to make the correction himself, and copy all work and manuscript in which errors, blots or erasures occur.

Extra Studies.—Commercial students are entitled to one extra study in any department of the College in addition to the Commercial Course without extra charge, except in Music and Art.

Admission.—Applicants for admission to the Commercial Department must possess a good common school education. The business world of to-day requires not only a knowledge of commercial branches, but also a thorough general education. Graduates from high schools will, upon presenting their diplomas, be admitted without examination. Persons not having completed some regular preparatory course, are expected to pass an examination in the common English branches: Reading and Spelling, Arithmetic, Grammar, Geography and United States History. Such as are not ready for the business course, will be advised to enter the Preparatory Department of the College.

Course of Study.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Book-Keeping	Book-Keeping	Book-Keeping
Commercial Arithmetic	Commercial Law	Commercial Geogr'hy
Penmanship	Penmanship	Penmanship
English	English	English
		Quick Figuring

Time Required.—A student properly prepared can complete the studies usually required in a commercial course in six months, although his work will always be more thorough and satisfactory if he takes nine months. Students may enter at the beginning of either of the Fall or Winter term, but they are earnestly advised to enter in the Fall, at the opening of the school year, if possible.

Diplomas.—Students, who satisfactorily complete either the six months or nine months' course and pass the required examination, receive a diploma.

SHORTHAND AND TYPEWRITING.

The Commercial Department offers also superior advantages for the study of Shorthand and Typewriting. The great demand for Reporters and Amenuenses makes this a very popular course. The instruction is thorough and gives special attention to system, speed and accuracy. The Electric System of Shorthand is taught, and the Underwood typewriter is used. The principles of Shorthand can be completed in one term, but the regular course requires three terms. The work in Typewriting usually requires the same length of time.

EXPENSES.

Tuition for the Commercial Course, not including Shorthand, Typewriting and Ornamental Penmanship:

First Term	\$12.00
Second Term	12.00
Third Term	9.50
Incidentals, including gymnasium fee	8.00
Diploma	2.00

TUITION FOR SINGLE STUDIES.

Penmanship alone, per term	\$ 3.00
Ornamental Penmanship, per term	3.00
Shorthand, per term	3.00
Typewriting, first term	10.00
Typewriting, second term	5.00
Book-Keeping, one term	6.00
Commercial Law, one term	3.00

Expense for board, room rent and fuel, see "Rooms and Boarding."

SCHOOL OF MUSIC.

FACULTY.

J. ALBERT ALLEN, Jr.,

Piano and Organ.

HENRY C. SMITH, A. M.,

Vocal Music.

L. MARIE HUBBELL, A. B., Mus. B.,

Voice Culture.

MABEL BEIDLER,

Teacher of Violin and Piano.

GENERAL STATEMENT.

The Department of Music forms an integral part of the College and is under the same government and discipline. But its immediate interests and specific work are under the supervision of the Director of the School of Music. The purpose of the School is to provide opportunities for obtaining a good musical education under the auspices of a Christian institution. The general plan of the work is the same as that of the best American schools of music. The courses of study are thorough and comprehensive, and the methods of instruction in harmony with the approved conclusions in musical experience. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of manhood and womanhood. The intimate connection of the school with other departments of the college presents to the student opportunities of pursuing musical and literary studies at the same time. And such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual, aesthetic and moral culture.

Instruction is offered in Piano, Pipe Organ, Violin, Voice Culture and Choral Singing, as also in theoretical courses, including Harmony, Counterpoint, History of Music and Musical Theory. The work in each branch is pursued systematically, but the time required for its completion will depend upon the ability of the student. In all departments pupils will be advanced as rapidly as their work may justify.

COURSES OF STUDY.

The work of the several departments is arranged in three grades as follows:

1. **The Preparatory Course**, intended for beginners, aims to lay a good foundation for a musical education, and to prepare for admission to the Teacher's Certificate Course.

2. **The Teacher's Certificate Course**, designed for the training of teachers, covers four years of work. Students completing this course and having good grades in the common English branches, are entitled to a teacher's certificate.

3. **The Diploma Course**, intended to furnish a thorough musical education, embraces the range of subjects, both practical and theoretical, usually taught in the best schools of music. Students completing this course and possessing literary attainments equal to a good high school education, receive a diploma.

PIANO DEPARTMENT.

An idea of the work required in the Preparatory course may be obtained from the following outlined studies, extending through three years:

First Year.—Instruction in the correct position and use of the fingers, hand, wrist and arm with exercises and scales for correct touch; Studies by Kohler, Loeschorn, Gurlitt or equivalent; Pieces by Spindler and Lichner; Duets by Heinz and Gurlitt.

Second Year.—Scales and triad arpeggios; Schwalm's Technical Studies; Studies by Loeschorn, op. 65; Duvernoy, op. 120; Bertini, op. 100; Heller, op. 46 for rhythmic

expression or equivalent; Sonatas by Clementi, Dussek and Kuhlau; Pieces by Gade, Jensen, Schumann, Godard and others.

Third Year.—All minor scales parallel; major scales in thirds, sixths and tenths. Egging and MacDowell's Technical Studies; Arpeggios and Broken Chords. Octaves begun. Studies: Berens, op. 61; Le Couppey, op. 26; Hasert's Velocity, op. 50; Heller, op. 45 for phrasing or equivalent; Bach's Small Preludes and Fugues', Sonatas by Mozart and Haydn; Compositions by Raff, Jensen, Strelezki, Merkel, Grieg and others.

ADDITIONAL FOR TEACHER'S CERTIFICATE.

Fourth Year.—Mason and Tausig's Daily Studies; all dominant and diminished chords. Selected Studies from Cramer; Czerny, op. 740; Schytte's, op. 75 and 106; Kulak's Octave Studies; Heller's phrasing, op. 16 or equivalent; Bach's two and three voice inventions. Compositions of Schumann, Chopin, Henselt, Moskowski and others; Sonatas of Mozart and Beethoven. A concerto will be selected, which members of the class must be able to play creditably in public with orchestral accompaniment or a second piano.

FOR DIPLOMA COURSE.

Fifth Year.—Daily Technic. Clementi's Gradus ad Parnassum; Bach's Well-Tempered Clavichord; Moscheles, op. 70; Compositions by Weber, Chopin and Liszt; Sonatas and Concertos of Mozart, Schumann, Beethoven, Mendelssohn, Rosenhain and others.

VOICE DEPARTMENT.

In this department great care is taken to give the pupil a correct method in the use of the voice. The aim is so to train and develop the voice and comprehension of the student as to enable him to become an intelligent and expressive singer. Purity and sweetness of tone is an attainment which every student should earnestly labor to acquire.

Preparatory Course.—Special attention is given to breathing, voice placing, formation of vowels, correct intonation and attack. Exercises by the teacher designed for the special needs of each student with the Sieber, Abt, Randegg and Vaccai vocalises form the basis of the work. The Concone Fifty Exercises and Marchesi Elementary Exercises are then taken up. Songs from the classic romantic and modern periods are studied and complete the requirements of the preparatory work.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of this course usually requires three years.

Teacher's Certificate Course.—The completion of this course requires an additional year of study, after the preparatory work has been finished. Special attention is given to phrasing, expression and interpretation. Songs of Schumann and Schubert and arias from standard authors are included in the work of the year.

Candidates for the Teacher's Certificate in Voice must be able to play accompaniments on the piano and read vocal music at sight.

Diploma Course.—This course requires one year's work in addition to the Teacher's Certificate course. Ex-

ercises in vocalization, Chromatic scales, and selections from the more difficult studies in vocal technic are included in this grade of work.

VIOLIN DEPARTMENT.

FIRST YEAR OF VIOLIN COURSE.

Methods of Hermann, Sevcik, Schradieck, Kayser from the basis of the work of this year. Easy solos and duets in the first position.

SECOND YEAR.

The work of the second year includes a study of the positions as outlined by Hermann and Sevcik, Technic by Schradieck and Sevcik and Mazas Etudes and Dont Preparatory Studies to Kreutzer. Solos suitable to this grade.

THIRD YEAR.

Kreutzer's Etudes with the Art of Bowing by Kross as a supplement. Technical Studies of Sevcik and Schradieck. Solo work to suit this grade. Pupils in this year are also permitted to take up chamber music. They will have instruction and practice in trios and quartettes and are expected to play in the College Orchestra.

PIPE ORGAN.

The College has a fine large pipe organ, and also a beautiful two manual reed-pipe organ, both of which are available for study and practice by the pupils of the

School of Music. The pipe organ is justly considered the greatest and grandest of all musical instruments, capable of producing effects that are incomparable for beauty and grandeur of tone. The opportunities for study in this department are unsurpassed.

But it being a difficult instrument to master, an organ course should not be begun until a good degree of piano technic has been acquired. The third year of that course should, as a rule, be completed before entering upon a course in pipe organ.

The work begins with exercises in pedal practice, hymn playing and elementary registration. Rinck's and Stainer's Organ Schools, and easier pieces for the organ furnish the material for the first year's study.

The second year's work continues the study in registration. Buck's studies in Pedal Phrasing, Sonatas by Merkel and Mendelssohn, and polyphonic studies and pieces by Bach and others indicate the general range of the work for the year.

In the third year attention is especially devoted to the study of solo playing and work intended to prepare for positions as church organists. Bach's Fugues, and compositions by Guilman, Batiste, DuBoise and others are used during the year.

THEORY OF MUSIC.

Theory treats the numerous subdivisions of musical knowledge not included in Harmony and History. It embraces acoustics, notations, sound perceptions, tempered scale, classifications, the orchestra and its instruments, musical rhythms, embellishments, musical forms and musical terms. It is a most important branch of study, including

as it does, so many points of practical value to the student. The subject is taught by the use of a text-book, supplemented by lectures. Twice a week for two terms.

HARMONY.

Harmony is an essential part of a musical education, and is necessary for the proper understanding of the structure of music. No person aspiring to become an intelligent musician can afford to be without a knowledge of the principles of harmony and the laws of musical form and structure. The full course leads to original work in musical compositions. Elementary Harmony extends through three terms.

First Term.—All keys and scales, intervals, triads, chord connections, simple part writing, seventh chords. Text-book and practical work.

Second Term.—Inversions of seventh chords and progression, modulation.

Third Term.—Altered chords, augmented chords, suspensions, harmonizing given soprano.

This work must be completed by all persons taking the Certificate course in Piano, Voice or Violin.

Advanced Harmony extends likewise through one year, but can only be taken by students who have successfully completed the course in Elementary Harmony. It embraces the figured chorale, Harmonizing of melodies, Original Melodies and single counterpoint.

This course is required of all candidates for a diploma in Piano, Voice or Violin.

HISTORY OF MUSIC.

This course embraces the study of the general development of music from ancient to modern times and extends through one year.

First Term.—Early traces of Music before the Christian era, early Christian music, Polyphonic music and schools, Luther's reformation and the Renaissance.

Second Term.—Development of dramatic music; Italian, German and French Opera; the Oratorio. Classical and romantic periods.

Third Term.—History of the piano-forte, organ, violin. Biographies of the great masters; works of the composers and arguments of the great operas.

Fillmore's and Matthew's text-books are used.

Pupils may select any one or more of the above courses; but candidates for Teacher's Certificate must complete a four years' course in Piano, Voice or Violin together with one year of Theory, Harmony and History. Candidates for Diplomas must take in addition one year of Harmony—advanced course.

VOCAL MUSIC.

Singing Classes.—Classes in musical notation and sight singing are organized each term. The instruction, while elementary, is thorough, and aims to furnish opportunities for the cultivation of tone qualities and the development of musical appreciation. The work is of special value to persons who expect to teach in public schools, or who may wish to prepare for conducting choir and chorus singing. Classes meet twice a week.

Public School Music.—Musical instruction has become such an important part of public school instruction courses, and the demand for teachers capable in this line of work so great, that it has been deemed wise to offer courses of study for those desiring to fit themselves for public school positions. The course offered for those expecting to teach music in the grades extends through one year and has for its object the development of artistic singing, fluency in sight-reading, accuracy in ear training, the more practical phases of theory and the rudiments of harmony. The instruction is given in classes meeting three times a week and continuing through the three terms of the year.

First Term.—In order to acquire technical skill without sacrificing the musical spirit, songs are first learned by note and attention is given to the spirit and movement, enunciation, phrasing and tonal quality. The same songs are then taken up in solfeggio (do, re, mi) thus introducing the study of intervals, pitch and rythm with sight-reading.

Second Term.—The work in ear training, sight-reading and rythm is continued and the rudiments of harmony are introduced.

Third Term.—Chord progresses continued; practical work in melody writing and harmonization of same. Song analysis and interpretation of school songs, part songs and classical songs.

A second course is planned for such as desire to become Music Supervisors which requires two years additional study. The work includes private lessons in Voice, the study of Harmony and History of Music.

GENERAL INFORMATION.

Students may enter at any time, but are advised to enter at the opening of the term.

The time required for the completion of any one of the regular courses in music will depend upon the student's ability, daily practice and previous work in music. The outlines indicate the time required in most cases.

Students not wishing to complete a regular course may select such branches as meet their requirements, provided they are prepared to pursue them profitably. Such students are however subject to the same regulations as those in the regular courses.

Tuition is payable in advance at the Treasurer's office of the college. No deduction will be made for absence from lessons, except in cases of protracted sickness, when the loss will be shared equally with the student.

Students are not allowed to teach music while pursuing their studies, without special permission from the faculty. No student of the college is expected to take lessons in music except under the direction of the teachers of music.

Student musical organizations, such as Glee Clubs, Quartettes, Orchestra or Bands are under the supervision of the college faculty. No organization shall be formed without the consent of the faculty; and students deficient in their class work will not be allowed to become members of such organizations. No concerts or public entertainments shall be planned by any regular or voluntary organization without permission of the faculty.

TUITION.

Piano, Violin or Voice:

Two lessons per week, Fall term, fourteen weeks.....	\$20.00
Winter or Spring term, twelve weeks each	18.00
One half hour lesson per week, Fall term	11.00
One half hour lesson, Winter or Spring term	10.00
Pipe Organ, per lesson	1.00

Theory, Harmony or History:

Two lessons per week, each, per term	\$ 5.00
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Public School Music:

Three lessons per week, Fall term	\$ 9.00
Three lessons per week, Winter or Spring term	8.00

Guitar or Mandolin:

Two lessons per week, Fall term	\$14.00
Two lessons per week, Winter or Spring term	12.00

Singing Classes, Elementary or advanced:

Per term	\$ 1.50
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RENT OF INSTRUMENTS.

Piano:

One hour daily, per term, Fall term	\$3.00
Two hours daily, per term, Fall term	4.00
Three hours daily, per term, Fall term	5.00
Four hours daily, per term, Fall term.....	6.00
Five hours daily, per term, Fall term	7.00
One hour daily, per term, Winter or Spring term	2.50
Two hours daily, per term, Winter or Spring term.....	3.50
Three hours daily, per term, Winter or Spring term.....	4.50
Four hours daily, per term, Winter or Spring term.....	5.50
Five hours daily, per term, Winter or Spring term.....	6.50

Pipe Organ:

One hour daily, per week	\$ 1.00
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Metronome, per term25
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Diplomas	5.00
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Certificates	2.00
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ART DEPARTMENT.

This department offers superior advantages in the various branches of study usually taught in first-class Art schools. It is in charge of Mrs. Lydia D. Smith, who is an accomplished teacher and an artist of recognized ability. In the preparation for her chosen profession, she studied not only with some of the foremost American teachers, but spent also some time under the instruction of such European masters as Henry Henshall, R. A., of London, and Osip Linde, of Paris. The eminent qualifications of the instructor make the work of the department exceptionally strong.

The object of the department is to give a thorough training in the principles of Art, fitting students for teaching, or the further pursuit of these studies for mental culture or an artistic career. The chief aim is to lay a thorough foundation for seeing and observing nature, and to develop a sufficient dexterity of hand to enable the pupil to apply this useful and beautiful accomplishment in practical life. The courses are arranged for students having other studies in the college as well as for those able to devote all their time to this work.

The connection with the college is an advantage of great value to the student since it enables him to pursue regular college studies in connection with his work in Art. Thorough training in Art work in connection with suitable literary culture lays a broad foundation for teaching Art, and for a professional career.

Students will be advanced as they progress individually, not being confined to any branch for a specified

length of time. The instruction of the department is based upon the methods employed in the best Art Schools.

The work begins with drawing from the flat in charcoal, crayon and pencil, proceeding to drawing from still life, the antique and the living model, and painting in oil and water colors. Students must register and secure term cards from the Treasurer before they can begin their lessons, and lessons must be completed in the term for which the student has registered.

TUITION.

Drawing from the Flat in Pencil, Pen and Ink:

Two lessons per week, Fall term, fourteen weeks.....	\$16.00
Two lessons per week, Winter or Spring term	14.00
One lesson per week, Fall term	9.00
One lesson per week, Winter or Spring term	8.00

Drawing from Still Life, the Antique, and Living Model in Charcoal:

Two lesson per week, Fall term	\$18.00
Two lessons per week, Winter or Spring term	16.00
One lesson per week, Fall term	10.00
One lesson per week, Winter or Spring term	9.00

Painting in Water Colors:

Two lessons per week, Fall term	\$20.00
Two lessons per week, Winter or Spring term	18.00
One lesson per week, Fall term	11.00
One lesson per week, Winter or Spring term	10.00

Painting in Oil:

Two lessons per week, Fall term	\$22.00
Two lessons per week, Winter or Spring term	20.00
One lesson per week, Fall term	12.00
One lesson per week, Winter or Spring term	11.00

Leather Tooling:

Five lessons\$10.00

Stencil:

Per lesson\$ 1.00

Pyrography:

Twelve lessons\$10.00

Various other branches of Art are added to this department from time to time as the wants of the pupils warrant.

GENERAL INFORMATION.

DESIGN AND CHARACTER OF THE COLLEGE.

The object of the Institution is to provide for the liberal education of the young men and women who may be entrusted to its care and instruction, and to direct them in securing the best preparation for the different spheres and avocations of life.

The College is not sectarian, but it aims to be decidedly Christian in theory and practice, and to apply Christian principles and methods in all its departments. As the best results of educational effort are conditioned upon the symmetrical culture of heart and mind, the Institution ever recognizes the development and moral character as an essential part of its work. While endeavoring to inspire and encourage a vigorous intellectual activity, the faculty desires and aims to foster a healthy Christian life and spirit which shall permeate and crown the entire institution.

METHODS OF INSTRUCTION.

It is the aim of the Institution to keep its standard fully up to that of the best American colleges, and its methods of instruction in harmony with the most enlightened views of education. These methods will naturally vary with the subject, and proficiency of the student, but the aim is the same in every department of the College—mastery of the subject and encouragement to independent and original investigation. Recitations based

upon an intelligent use of text-books hold a large place in the daily work. Lectures are frequently introduced to elucidate and illustrate the various subjects of investigation. Freedom of discussion and questioning by the students accompany both methods.

The laboratory system is employed in all departments in which it is practicable.

PHYSICAL CULTURE.

Opportunities for systematic physical training are provided for both ladies and gentlemen, and a certain amount of work is required of all students, not specifically excused by the Faculty. The physical needs of each person are carefully considered, and appropriate exercises for the improvement of health and physical well-being are recommended in each case. The work is under the supervision of a resident director, who aims to counsel and aid every student to the fullest possible extent. Students are required to provide themselves with gymnasium suits and shoes.

In addition to the work of the gymnasium, provisions are also made for outdoor sports and exercises. For the purpose of encouraging and guiding the interests in these, the students maintain an Athletic Association, which aims to systematize and unify all the physical activities of the institution. The management of this organization is vested in a Board of Control, consisting of officers of the Athletic Association, representatives of the four college classes and members of the faculty. All physical exercises, whether indoors or outdoors, are under the general supervision of the Physical Director.

EXAMINATIONS.

At the close of each term, or whenever any branch of study has been completed, examinations are held, either oral or written, as the faculty may deem most suitable.

Absence from examinations, except for reasons of absolute necessity, will be regarded as a serious delinquency. If circumstances require a student to leave before regular term examinations, he may apply to the Faculty for the privilege of a private examination. If granted the applicant shall pay a fee of \$1.00 for each examination.

A student failing to obtain a grade of seventy per cent. in any branch will be required to take that study over again, or pass a satisfactory examination therein. No standing in scholarship will be given except as the result of an examination or its equivalent.

Special examinations for the accommodation of such students as may design to enter any of the departments of the institution, or such as may have failed to pass in some branch at the regular examinations, are held on the day before the opening of each term.

STANDING.

A careful record is kept by the Faculty, both of the scholarship and deportment of each student.

The standing in scholarship is made up from examinations and the daily record in the class, each being considered of equal weights, on a scale of one hundred.

Students permitted to take an examination, without having had the regular exercises during the term, will be credited with a daily record of sixty-five per cent. in determining their standing in that study.

Information concerning the progress and conduct of a student will be sent to parents or guardians whenever it may be requested, or when in the judgment of the Faculty it may be necessary.

DEGREES.

Bachelor's Degrees.—The degree of Bachelor of Arts is conferred on students who complete satisfactorily the Arts Course; that of Bachelor of Science on those who complete the Scientific Course; and that of Bachelor of Letters on those who complete the Modern Language Course. In order to be entitled to a Bachelor's degree, a student must have spent at least one College year in attendance at this institution.

Master's Degrees.—The degrees of Master of Arts, Master of Science, and Master of Letters will be conferred upon corresponding bachelors under the following regulations:

1st. Before being recommended for the Master's degree the candidate must have received the corresponding bachelor's degree from this college or some other institution recognized as being of equal rank.

2nd. Any graduate from this college may become a non-resident candidate for the Master's degree, but cannot receive it earlier than two years after his graduation; and must give satisfactory evidence that he has done work in an approved course of study amounting to thirty-two semester hours. In evidence of the work done the candidate will present a syllabus of the works studied or pass an examination before a committee of which the professor at the head of the department in which his major work is done is a member. If he is enrolled in a profes-

sional school, he may present credits amounting to the requirement for graduation from that school.

3rd. If the candidate is a bachelor of another institution he must be in residence at least one year and do work under the direction of the faculty amounting to thirty semester hours.

4th. In all cases the candidate must present a thesis on an approved topic pertaining to his major subject. The thesis must be presented to the registrar not later than the first of May. It must contain at least five thousand words and embody the results of careful research.

It must be printed or typewritten, in prescribed form, and one copy must be furnished the library of the college for public inspection. It must contain a table of contents, and a complete list of the works consulted.

FEES FOR GRADUATE STUDENTS.

Students who wish to become candidates for Master's degrees must enroll with the registrar not later than the fifteenth of December preceding the June in which they expect to receive the degree. The fee for enrollment will be five dollars. The fee for examination as well as for the review of each syllabus and the thesis will be two dollars. An additional fee of five dollars is charged in each case for a diploma.

GOVERNMENT.

The discipline of the institution is mild but firm. It is the aim of the Faculty to exercise a parental and moral supervision over the conduct and character of the students. Such relations between students and teachers are cultivated as will inspire mutual respect and confidence. Stu-

dents are presumed to be ladies and gentlemen who will respect themselves and the authority of the College. A high sense of honor and truthfulness is inculcated and maintained.

In order to secure the best results from college attendance, and to maintain proper standards in conduct and general deportment, the student is given a copy of the College Regulations on entering the institution, which are to govern him in his college life. It is therefore always taken for granted that students have a knowledge of the rules and regulations of the institution.

Among the things required of every student are a regular and punctual attendance upon all exercises prescribed by the College, and a diligent and faithful improvement of the hours set apart for study. Improper conduct of any kind, and neglect of college duties will not be tolerated. The specific purpose of college training, the development of a noble scholarly character in the student, is constantly kept in view. The institution will not harbor persons of idle or dissolute habits. Whenever in the opinion of the Faculty students are guilty of a course of conduct which is detrimental to themselves or injurious to the standing and reputation of the College, they will be dismissed or expelled from the institution.

LEAVE OF ABSENCE.

Every student is expected to be present at the opening of the term and to remain until its close. No student is allowed to be absent from College without special permission of the Faculty. The time appropriated to vacations and holidays is believed sufficient for the purpose of rest and relaxation from study.

Since absence from examinations, commencement, or any other period of the year, can only have an injurious effect upon the standing and proficiency of the student, the Faculty earnestly requests, that parents or guardians will in no way encourage or even sanction such absence without most urgent reasons. Any student leaving without permission before the close of the term, cannot re-enter until he has made satisfactory amends to the Faculty.

RELIGIOUS EXERCISES.

Devotional services, consisting of reading the Scriptures, singing and prayer, are held daily in the College Chapel, at which the students are required to be present.

Students are also required to attend public worship and Sunday-school on the Sabbath at one of the churches in the city. Students are allowed to attend such places of worship as they, or their parents or guardians may select; but they will be expected to attend some one church regularly, unless specially excused.

Many social religious meetings are held each week, which students are invited to attend. These facilities afford ample opportunity for Christian growth and work.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association, organized in 1873, is the second oldest organization of its kind in the state. The object of the Association is to promote growth in Christian life and fellowship, and to carry on definite Christian work among students of the institution.

For the purpose of holding its meetings the Association has a commodious and beautiful hall, which has been set apart for its special use. It also maintains a reading room supplied with standard periodicals and leading magazines of the day. It is altogether well organized for efficient work, and exerts a very salutary influence upon the young men of the College.

The Young Women's Christian Association, organized in 1875, also the second oldest Young Ladies' Christian organization in the state, has for its aim and object Christian work among the lady students of the institution.

At the opening of each semester, committees of these Associations, appointed for this purpose, meet all trains to welcome new students and to aid them in securing rooms and boarding places.

Receptions are held by both Associations during the first week of the new term for the purpose of facilitating acquaintance with the new students, and assuring them of the friendly interest that will be taken in their spiritual welfare.

READING ROOM.

The reading room under the supervision of the Y. M. C. A., is provided with a large number of periodicals, secular and religious, as well as a good collection of leading magazines of the day.

Some of the periodicals are:

WEEKLY PERIODICALS.

Literary Digest.	Weekly Globe and Candian Farmer.
Independent.	
Outlook.	Naperville Clarion.
Scientific American.	Evangelical Messenger.
Colliers.	The Evangelical.
Harper's Weekly.	Evangelical Herald.
Saturday Evening Post.	<i>German—</i>
Christian Herald.	Germania.
Youth's Companion.	Zeitschrift.
Life.	Der Christliche Botschafter.
Commoner, The.	Der Evangelische Bundesbote.
Breeders' Gazette.	<i>Daily—</i>
Lafollete's.	Chicago Record Herald.
National Prohibitionist.	Chicago Tribune.

MONTHLY PERIODICALS.

Review of Reviews.	Ladies' Home Journal.
Scribners.	Cosmopolitan.
Current Literature.	Delineator.
Harpers.	Woman's Home Companion.
McClures.	Everybodys.
Metropolitan.	World To-day.
Physical Culture.	World's Work.
Success.	Association Men.
American.	Intercollegian.
Technical World.	Missionary Review.
Van Nordens.	Missionary Messenger.
Sunset.	<i>German—</i>
Craftsman.	Ueber Land und Meer.
Outing.	Das Evangelische Magazin.
Human Life.	

The following periodicals are in the library:

The National Geographic Magazine.
The American Historical Review.
The Popular Science Monthly.
The North American Review.
The Forum.
The American Journal of Sociology.
The Atlantic Monthly.
The Nineteenth Century.
The American Educational Review.
Religious Education.
Educational Review.
The Journal of Political Economy.
The Philosophical Review.
The Psychological Bulletin.
Methodist Review.
The Biblical World.
The Christian Advocate.
The Expositor.
Advocate of Peace.
American Economist.
The Dial.
The Musician.
Political Science Quarterly .
The Psychological Review.
The Homiletic Review.
The Methodist Review. Quarterly.
The Photographic World.
The Christian World and Evangelist.
The Business Philosopher.
The Public.
L'Echo Des Deuz Modes.
The Literary Digest.
Musical Courier.

These are accessible to all students.

COLLEGE PUBLICATIONS.

“The North-Western College Chronicle” is published monthly during the academic year.

Its purpose is to furnish information in regard to the work and condition of the institution. It is the organ of the students and contains original articles by members of the school and others, personal notices of past and present members of the College, proceedings of the Literary and Scientific societies, the Christian Associations, and such other matter pertaining to college life as will prove of interest to all friends of higher education. Subscription seventy-five cents per annum.

Catalogues and circulars are published annually and are supplied gratis upon application.

LITERARY AND OTHER SOCIETIES.

There are five flourishing literary societies connected with the College, viz.: The *Cliosopfic*, the *Philologian*, the *Laconian*, the *Websterian* and the *Philorhetorian* (German). These societies have good, well-furnished halls, and afford excellent opportunities for practice in public speaking, debate and other literary exercises.

The Senate of North-Western College, organized in 1886, has for its object the consideration and discussion of themes relating to political science, and the promotion of a thorough acquaintance of our federal institutions and the duties of intelligent citizenship. It holds weekly meetings and presents opportunities for practice in extempore speaking, debate and parliamentary procedure.

The Scientific Association was established for the purpose of promoting Scientific study. It aims to stimulate

individual workers and to enable members to keep up with the growth and advancement of science. It holds regular meetings at stated times, at which papers are read, embodying results of careful study and original research. Occasional lectures on popular scientific subjects are delivered by resident members of the Association, and frequently lecturers from abroad are invited.

The Oratorical Association was organized in the year 1900. Its purpose is to arouse interest in public speaking and to elevate the forensic standard of annual oratorical contests. These contests are open to regular members of the three upper classes. Prizes are given those who win first and second places in the interclass contest, and the winner of first prize in this contest represents the college in the Northern Illinois Oratorical League.

Intersociety and intercollegiate debates are held annually.

These and all other societies of the College are under the general supervision of the Faculty. No public entertainment shall be given by any society without permission from the Faculty, and all the exercises intended for such entertainments must be submitted to the inspection of the Faculty before their public delivery.

PRIZES IN PUBLIC SPEAKING.

The Heatherton Prizes.—In order to encourage oratorical efforts and to show his interest in the work of the College, Judge John S. Goodwin, of this city offers the Freshman Class an annual prize of ten dollars for excellence in oratory and ten dollars for excellence in declamation. Contests for these prizes are held the latter part of the second semester and are open to regular members of

the Freshman Class. In honor of Judge Goodwin's fine residence and beautiful estate "Heatherton," the prizes are known as the Heatherton Prizes in Public Speaking.

The Elgin Prize.—An annual prize of ten dollars is offered by William Grote, Esq., of Elgin, to the Oratorical Association of the Preparatory School, in order to stimulate efforts in public speaking on the part of preparatory students. Contests for this prize are held annually about the middle of the second semester. In recognition of the residence city of the donor, this prize is called the Elgin Prize in Preparatory Public Speaking.

The Dr. Good Prize.—This prize has been founded by Dr. R. H. Good, of Chicago, for the purpose of encouraging interest in the local, or interclass oratorical contests. It consists of \$25.00 and is to be awarded as first and second prizes, of \$15.00 and \$10.00 respectively, to the successful participants in these contests. The winner of the first prize becomes the representative of the College in the Northern Illinois Oratorical League.

SELF-HELP.

Frequently we receive inquiries about opportunities for work whereby to pay expenses while at school. Such opportunities are not plentiful. Yet there are generally a few students who "earn their way" in part at least. Others succeed in earning considerable during the summer vacation. Some, after obtaining a teacher's certificate, teach for a time, and then continue their college course. This, though necessarily requiring more time to complete a course, gives the student much practical and valuable experience, and is therefore, by no means lost time.

An employment bureau under the auspices of the College Y. M. C. A. has been organized to help students secure work. Remunerative work however can very rarely be arranged for definitely before arrival; as students become acquainted, it is easier to secure employment.

GROWTH AND NEEDS.

The progress of the College has been very satisfactory and encouraging. All the departments of instruction are now fully organized and well equipped for efficient work.

Strong efforts are being made at present to increase the endowment and to develop all the resources of the Institution. It is the united purpose of the Faculty and the Board of Trustees that the College keep pace with the progress and educational demands of the country.

Among the more pressing needs of the College may be mentioned: A College Auditorium; the endowment of several Professorships; the founding of perpetual Scholarships; the enlarging of the Library; and a suitable and well equipped Astronomical Observatory.

The friends of the College and of higher education are invited to contribute to these objects.

Such donations will be used most advantageously in the present work of instruction, and for the promotion of the highest interests of the institution.

DEGREES CONFERRED.

1909-1910.

Bachelor of Philosophy.

FLORENCE E. ERRMEYER	WALTER W. SCHIRMER
EMIL GRUTZMACHER	LENA MAE SCHROEDER
EDWIN J. MILLER	CLINTON F. SMITH
C. I. ROLLER	DANIEL VAUBEL
G. H. ROLLER	LOUIS WEIDE

Bachelor of Arts.

LEWIS FEIK	C. D. LOOSE
WALTER S. GAMERTSFELDER	G. H. ROLLER
ROY B. LEEDY	ALBERT D. STAUFFACHER

Bachelor of Science.

LILLIAN ARENDS	JOHN P. HIMMEL
COLIN HIGGINS	ANDREW J. MATTILL
HARRY W. PRIEM	

Bachelor of Literature.

HERMAN L. SMITH

Master of Philosophy.

ETHEL GIBSON	A. A. KRUG
S. F. HILGENFELD	JOHN S. STAMM
CARL A. HIRSCHMAN	

Master of Arts.

HENRY AUGUSTINE SMITH

REGISTER OF STUDENTS.

Collegiate Department.

Abbreviations: Cl. Classical; Ph. Philosophical; Sc. Scientific;
M. L. Modern Literature.

GRADUATE STUDENTS.

BECK, JOHN M.....	Ph. B.	Buffalo, N. Y.
Philosophy.		
GIBSON, ETHEL	Ph. B.	Naperville.
Philosophy.		
HALMHUBER, W. H.	Ph. B.	Detroit, Mich.
Philosophy.		
HIMMEL, ED. N.....	B. S.	Radcliffe, Ia.
Philosophy.		
KRUG, A. A.	Ph. B.	Brownsville, Wis.
Philosophy.		
LAUVER, FANNIE	Ph. B.	Naperville.
Philosophy.		
SCHIRER, B. F.....	A. B.	Holton, Kans.
Philosophy.		
SCHWAB, B. T.....	Ph. B.	Clay Center, Neb.
Philosophy.		
STAMM, JOHN S.....	Ph. B.	Downer's Grove.
Philosophy.		

SENIOR CLASS.

ARENDS, LILLIAN	Sc.	Naperville.
ERFFMEYER, FLORENCE E...	Ph.	Kansas City, Mo.
FEIK, LEWIS	Cl.	Mendota.
GAMERTSFELDER, WALTER S..	Cl.	Tiverton, Ohio.
GRUTZMACHER, EMIL	Ph.	Paynesville, Minn.
HIGGINS, COLIN	Sc.	Naperville.
HIMMEL, JOHN P.	Sc.	Radcliffe, Ia.

LEEDY, ROY B.	<i>Cl.</i>	Fremont, Ohio.
LOOSE, C. D.	<i>Cl.</i>	Monroe, Mich.
MATTILL, ANDREW J.	<i>Sc.</i>	Falls City, Neb.
MILLER, EDWIN J.	<i>Ph.</i>	New Hamburg, Ont.
PRIEM, HARRY W.	<i>Sc.</i>	St. Ansgar, Ia.
ROLLER, C. I.	<i>Ph.</i>	Newark, N. Y.
ROLLER, G. H.	<i>Cl. Ph.</i>	Newark, N. Y.
SCHIRMER, WALTER W.	<i>Ph.</i>	Holton, Kan.
SCHROEDER, LENA MAE	<i>Ph.</i>	Geneva, N. Y.
SMITH, CLINTON. F.	<i>Ph.</i>	La Porte City, Ia.
SMITH, HERMAN L.	<i>M. L.</i>	Detroit, Mich.
STAUFFACHER, ALBERT D.	<i>Cl.</i>	Monroe, Wis.
VAUBEL, DANIEL	<i>Ph.</i>	Washington.
WEIDE, LOUIS	<i>Ph.</i>	Yates Center, Kan.

JUNIOR CLASS.

BEHRENS, JERRY	<i>Ph.</i>	Cullom.
BRAND, ED. F.	<i>Ph.</i>	Farmington, Wash.
BUSHWEILER, R. A.	<i>Ph.</i>	Neshkoro, Wis.
ELMER, MANUEL C.	<i>Sc.</i>	Monroe, Wis.
GIESE, ELSIE	<i>Ph.</i>	Batavia.
GRAPER, ELMER D.	<i>Cl.</i>	Mackey, Ind.
KELLERMAN, H. A.	<i>Ph.</i>	Dashwood, Ont.
KOLANDER, C. H.	<i>M. L.</i>	Colgate, Wis.
LEFFLER, ADA B.	<i>Ph.</i>	Naperville.
LIPP, HENRY A.	<i>Sc.</i>	Brandon, Wis.
OERTLI, IRA	<i>Sc.</i>	Holmes, N. Dak.
PIPER, BENJ. A.	<i>M. L.</i>	Union Hill.
SCHILLING, WALTER E.	<i>Ph.</i>	Appleton, Wis.
SCHMALZRIED, ELMER	<i>Ph.</i>	Andrews, Ind.
SCHMIDT, MARK E.	<i>Sc.</i>	Blue Earth, Minn.
SCHRADER, S. E.	<i>Ph.</i>	Carlingford, Ont.
SCHULTZ, NETTA	<i>Ph.</i>	Naperville.
SEDER, VELMA	<i>Ph.</i>	Kasson, Minn.
TEICHMANN, A. E.	<i>Sc.</i>	Aberdeen, S. Dak.
UMBACH, LULU	<i>Sc.</i>	Naperville.
VOEGELEIN, ALICE	<i>Ph.</i>	Falls City, Neb.
WAHL, C. B.	<i>Ph.</i>	Paton, Ia.
ZABEL, W. L.	<i>Ph.</i>	Holton, Kan.

SOPHOMORE CLASS.

BAUMGARTNER, I. L.	Ph.	Sumner, Ia.
BERGER, EFFIE	Sc.	Naperville.
BROADBOOKS, EDITH	Ph.	Attica, N. Y.
DANUSER, MAYBELLE	Ph.	Dodge, Wis.
FAUST, EDGAR S.	Sc.	Caro, Mich.
FEUCHT, HERMAN	Ph.	Holton, Kan.
FRANK, HERBERT	Sc.	Paynesville, Minn.
FREEMAN, A. R.	Ph.	Naperville.
GACKLER, C. F.	Ph.	Naperville.
GAMERTSFELDER, JUDSON ..	Cl.	Naperville.
HATZ, ESTHER	M. L.	Prairie du Sac, Wis.
HEMMER, A. E.	Cl.	Somerville, Ind.
HETZ, W. L.	Sc.	Columbiaville, Mich.
HIMMEL, WAL. J.	M. L.	Radcliffe, Ia.
HOFFMAN, WILLIAM	M. L.	Radcliffe, Ia.
HOLTZMANN, A. M.	Ph.	Crediton, Ont.
KIEKHOEFER, BENJ. A....	Ph.	Milwaukee, Wis.
KOLB, J. HARRY	Sc.	Berlin, Wis.
LINK, HENRY C.	Cl.	Buffalo, N. Y.
MATTILL, P. M.	Sc.	Falls City, Neb.
MESSELHISER, WINNIFRED..	Sc.	Hampton, Ia.
MILLER, NEWTON L.	Sc.	Downer's Grove.
OEHLEKING, J. H.	Ph.	Elmwood, Neb.
PULLMAN, GEO. C.	Ph.	Urbana, Ind.
RENDER, F. A.	Ph.	Naperville.
ROTH, BESSIE	M. L.	Sharon, Wis.
SCHALLER, G. L.	Ph.	Perrysburg, Ohio.
SCHRAMMEL, H.	Ph.	Orlando, Okla.
SCHWARTZ, F. C.	Ph.	Sturgis, Mich.
STEPHAN, W. H.	Sc.	Sterling.
TRAUTMANN, HARRY	Ph.	Forest Jct., Wis.
TURNER, ELIZABETH	Ph.	Naperville.
VIETH, ARNOLD	Sc.	Norwalk, Wis.
VOEGELEIN, BELLE	Cl.	Falls City, Neb.
VOIGT, H. W.	Cl.	Kankakee, Neb.

FRESHMAN CLASS.

AUGUSTINE, LELAND B.	Sc.	Racine, Wis.
AUGUSTINE, ALBERT W.	Sc.	Racine, Wis.
BLUMER, PAUL	Sc.	Lu Verne, Ia.
BLUMER, WM. F.	Sc.	Lu Verne, Ia.
BRUNNEMEIER, E. H.	Sc.	Hubbard, Ia.
BRUNNEMEIER, H. C.	Ph.	Hubbard, Ia.
BUYER, J. L.	Ph.	San Pierre, Ind.
CARR, JESSIE	Sc.	Sheridan.
DAESCHNER, ESTHER	M. L.	Hiawatha, Kan.
DRAEGER, ERVIN	Ph.	Marshfield, Wis.
DYE, C. L.	Sc.	Upper Sandusky, O.
EISENBERG, ROLAND	Sc.	Ashton.
ELMER, JACOB	Sc.	Monroe, Wis.
FAUST, M. E.	Ph.	Zurich, Ont.
FEIK, ROY W.	Sc.	La Moille.
FEIK, FRANK H.	Ph.	La Moille.
GEISTER, EDNA D.	Ph.	Elgin.
GEISTER, EDWARD	Ph.	Elgin.
GRAF, LUELLE	Cl.	Sparta.
GROTE, WILLIAM E.	M. L.	Elgin.
HANNEMAN, H. W.	Sc.	Magnolia, Ia.
HOCH, JNO. R.	Ph.	Leonardville, Kan.
HOOPES, FLORENCE	Ph.	Naperville.
HORN, ALVIN	Ph.	Hazel, So. Dak.
KELLERMAN, GARFIELD	Sc.	Elkton, Mich.
KIRSCHNER, OTTO	Sc.	Upper Sandusky, O.
KRUEGER, BENJ. R.	Ph.	Anselm, N. Dak.
LANG, ESTHER	Ph.	Mendon, Mich.
MARCKHOFF, CECELIA	M. L.	Elgin.
MILLER, HARRY A.	Sc.	Oak Harbor, O.
MINCH, CORA A.	Ph.	Hooppole.
MUELLER, HERMAN E.	Cl.	Farmington, Minn.
PAULI, E. A.	Sc.	Bern, Kan.
RENNER, LEILA	Ph.	Racine, Wis.
RIEBEL, ELMER	Cl.	Detroit, Mich.
SCHENDEL, F. W.	Ph.	Olivia, Minn.
SCHENDEL, A. A.	Ph.	Renville, Minn.

SCHMID, JACOB	.....Ph.	.....So. Germantown, Wis.
SCHUERMAN, LESTER W.	...M. L.	.....Abilene, Kan.
SCHWEITZER, I. L.	.....Ph.	.....Malta.
SWANK, O. D.	.....Ph.	.....Butler, O.
WAGNER, G. F.	.....Ph.	.....Culbertson, Neb.
WEIDE, JUANITA	.....M. L.	.....Yates Centre, Kan.
WILLMING, C. B.	.....Ph.	.....Gilliam, Mo.

SPECIAL STUDENTS. (College Grade.)

DIEGEL, LINNA E.	.....Wapakoneta, O.
ETZELMUELLER, H.	.....Naperville.
KAUFMAN, MILTON R.	.....Berlin, Ont.
KOEPKE, CHAS.	.....Hanover, Ont.
NEUMAN, F. M.	.....Norwalk, Wis.
SCHUTZ, BERTHA M.	.....Naperville.
SCHWEITZER, EDNA	.....Hillsboro, Kans.
STOCKE BRAND, MINNIE	.....Yates Centre, Kans.

Preparatory Department.

FOURTH YEAR.

ALLEN, C. L.	.....Butler, O.
BIESTER, FRED L.	.....Garden Prairie.
DAVIS, ANNA M.	.....Holton, Kan.
DOESCHER, RALPH F.	.....Milford, Neb.
FLESSNER, JNO. H.	.....Cullom.
GILMAN A. E.	.....South Bend, Ind.
GROENIG, ERNEST D.	.....Brainerd, Minn.
HAGEMEIER, H. A.	.....Ware, Tex.
HERMAN, MENTOR O.	.....Elkhart, Ind.
HIEBENTHAL, WAL.	.....Scribner, Neb.
HOEFT, GEORGE H.	.....Aurorahville, Wis.
HOFER, E. F.	.....Downs, Kan.
JAHN, OTTO	.....Sumner, Ia.
KIRN, FRED W.	.....Hersey, Mich.
KRAUSHAR, FLORENCE	.....Naperville.
LANGENSTEIN, ALMA	.....Dakota.

MARTY, W. A.	Lu Verne, Ia.
MURBACH, G. C.	Wauseon, O.
NEUSCHWANDER, ELSIE	Dakota.
PRODEHL, AUG. L.	Renville, Minn.
RASSWEILER, VIRGIE	Naperville.
SCHMIDT, W. L.	North Redwood, Minn.
SEITZ, GEO.	Carmi, Neb.
WICHMANN, J. H.	Ithaca, Neb.

THIRD YEAR.

ANDRUS, MARION	Naperville.
BIHLER, ED. W.	Chicago, Ill.
BLOKER, J. MELVIN	Lindsey, O.
BOETTCHER, A. O.	Bloomer, Wis.
BRUNNER, A. J.	Bonfield.
DAMM, JACOB	Ayton, Ont.
FASSINGER, R.	Naperville.
FILSINGER, EDW. J.	Liverpool, N. Y.
FOSS, DELLA	Dakota.
GATTSHALL, E. L.	Goodland, Kan.
GOEHRING, L. A.	Naperville.
GROOS, G. L.	Auburn, Ont.
HARTER, EDNA	Plainfield.
JAHN, L. EMIL	Sumner, Ia.
KAUTH, C. R.	Rodney, Ont.
KRUG, HARRY E.	Brownsville, Wis.
LANG, FLOYD E.	Parkville, Mich.
LINTNER, THEO.	Madison, Wis.
LUBACH, EDWARD	Chippewa Falls, Wis.
PAETH, C. A.	Naperville.
RILLING ROLLO	Naperville.
SCHLOTTERBACK, C. E.	Lewisburg, O.
SCHMIDT, ALFRED O.	North Redwood, Minn.
SHAFF, A.	Naperville.
THIERFELDER, LENA	Gilliam, Mo.
VIETH, THEO.	Norwalk, Wis.

SECOND YEAR.

ANTON, EDDIE	Waterloo, Ia.
ARNOLD, LAURENT J.	Chicago.
BLEILER, JOHN G.	Monroe, Wis.
DORNHEIM, H. E.	Pittsburg, Pa.
ELMER, ALVINA	Monroe, Wis.
FRIDAY, WILBUR	Markesan, Wis.
GRETZINGER, KARL	Winnipeg, Man.
HINTZMAN, WILL F.	Monroe, Wis.
HOFFMAN, B. A.	Walnut.
KASSEN, WALTER F.	Kansas City, Mo.
KASTNER, WILL	Milwaukee, Wis.
JOSE, SAMUEL	Naperville.
MAXWELL, WM.	San Antonio, Tex.
MEHN, WILLIAM	Ripon, Wis.
MUENCH, CARL	Naperville.
MYERS, LOREN	Naperville.
OBERHELMAN, H. A.	Barnes, Kan.
PEPPLER, NORMAN	Hanover, Ont.
REIDT, CHAS E.	Clifford, Ont.
RICE, ALBERT	Emporia, Kan.
SCHENDEL, LYDIA	Olivia, Minn.
SCHIRMER, NELLIE M.	Holton, Kan.
SCHWARTZ, KATIE A.	Sturgis, Mich.
SCHWARTZ, MARY	Sturgis, Mich.
SIEWERT, ARTHUR	Colgate, Wis.
STAUFFACHER, MARY	Monroe, Wis.
WEBERT, L. G.	Elk Mound, Kan.
WERNER, ED. A.	Lamberton, Minn.
WINKENWEDER, A. B.	Naperville.
WITTE, W. L.	Cottage Grove, Wis.
WITTE, MARVIN	Cottage Grove, Wis.

FIRST YEAR.

ABE, WILLIAM J.	Ripon, Wis.
ABEL, H. E.	Didsbury, Alta, Can.
ALBRECHT, H. C.	Ohio.
BEUSCHER, WILLIAM	Philadelphia, Pa.

EICHELBERGER, LORIN	Plainfield.
HAILER, HERMAN	Sheboygan, Wis.
HEFTY, THOS.	Valley Falls, Kan.
GOTTSLEBEN, W.	Yale, Mich.
HEISE, HERMAN	Arnprior, Ont.
HENNING, ANDREW	Allison, Ia.
HERMANN, H.	San Francisco, Cal.
KNAUER, SOPHIE	Brooklyn, N. Y.
LERCHE, EDDIE L.	Hilbert, Wis.
LOITZ, ALICE	Grant Park.
MATHIS, HUBERT	Hooppole.
MIGENDT, MARTIN	Neuthausen, Austria.
OBERHELMAN, ANNA	Green, Wis.
PAUTZ, W. C.	Arnprior, Ont.
REICHART, F. A.	Valley Falls, Kans.
SCHAFER, E. W.	Phillipsburg, O.
SCHROER, NELLIE	Barnes, Kan.
STURM, JULIA	Naperville.
THIERFELDER, URSULA	Gilliam, Mo.
THOM, OTTO	Broadhead, Wis.
UNRUH, GUSS	Marion Jct. S. Dak.
WALTER, E. A.	Thompson, N. Dak.
YOUNG, LA VETA	Naperville.

Academic Department.

BARTEL WILLIAM	Wautoma, Wis.
BATHKE, CLARA	Janesville, Minn.
BEHRENS, KATIE	Cullom.
DAHM, E. H.	Waterville, Kan.
DESHOW, GEO.	Julamark, Turkey, Asia.
DRENDEL, JOSEPH	Naperville.
FISHER, GUIDO	Niederbobvitzsch, Saxony, Ger.
HAZELTON, CLARENCE	Ritchie.
HERBOLD, PHILIP	Seguin, Tex.
HOLZWARTH, CHAS.	W. Bridgewater, Pa.
MARTIN, JNO.	Parker, S. Dak.

MILLER, H. R.	Naperville.
NEUENSCHWANDER, J.	Berne, Ind.
OEHLEKING, ELSA	Elmwood, Neb.
OBERHELMAN, OTTO F.	Green, Kan.
PLETSCH, ANDREW	Alsfeldt, Ont.
SCHNEIDER, HENRY	Deemerton, Ont.
SCHULTZ, HARRY	Hartford, Wis.
SHANK, OTTO	Polo.
STROTHMAN, LEWIS	Kasson, Minn.
STEININGER, FRED	Naperville.
STOLL, WILL	Holton, Kan.
STURM, LUCY	Naperville.
TANNER, R. H.	Kankakee.

German Department.

GRADUATES.

BRAND, ED. F.	Farmington, Wash.
BRUNNEMEIER, H. C.	Hubbard, Ia.
BRUNNEMEIER, E. H.	Hubbard, Ia.
SCHENDEL, F. W.	Olivia, Minn.
SCHENDEL, A. A.	Renville, Minn.
SCHRAMMEL.....	Orlando, Okla.
TEICHMAN, A. E.	Aberdeen, So. Dak.
WAGNER, G. F.	Culbertson, Neb.

FOURTH YEAR.

BRUNNEMEIER, H. C.	Hubbard, Ia.
BRUNNEMEIER, E. H.	Hubbard, Ia.
SCHENDEL, F. W.	Olivia, Minn.
SCHENDEL, A. A.	Renville, Minn.
TEICHMAN, A. E.	Aberdeen, So. Dak.
WAGNER, G. F.	Culbertson, Neb.

THIRD YEAR.

BEUSCHER, WM.	Philadelphia, Pa.
BOETTCHER, A. O.	Bloomer, Wis.
BRAND, ED. F.	Farlington, Wash.
FAUST, M. E.	Zurich, Ont.
GACKLER, C. F.	Naperville.
HORN, ALVIN	Hazel, So. Dak.
TEICHMAN, A. E.	Aberdeen, So. Dak.
TRAUTMAN, HARRY	Forest Jet., Wis.

SECOND YEAR.

BEUSCHER, WILLIAM	Philadelphia, Pa.
BLEILER, J. G.	Monroe, Wis.
BLUMER, PAUL	Lu Verne, Ia.
DANUSER, MAYBELLE	Dodge, Wis.
ERFFMEYER, FLORENCE	Kansas City, Mo.
GOEHRING, L. A.	Naperville.
GROOS, G. L.	Auburn, Ont.
HOEFT, GEO. H.	Aurorahville, Wis.
JAHN, OTTO	Sumner, Ia.
KAUTH, CHAS.	Rodney, Ont.
LINTNER, THEO.	Madison, Wis.
LUBACH, EDWARD	Chippewa Falls, Wis.
SCHENDEL, MRS. F. W.	Olivia, Minn.
WERNER, EDWARD	Lamberton, Minn.

FIRST YEAR.

ABE, WILLIAM J.	Ripon, Wis.
AUGUSTINE, LELAND	Racine, Wis.
DORNHEIM, HARRY E.	Pittsburg, Pa.
GROTE, WILLIAM	Elgin.
HEISE, HERMAN	Arnprior, Ont.
KASTNER, WILLIAM	Milwaukee, Wis.
KRUG, HARRY	Brownsville, Wis.
MATTILL, P. M.	Falls City, Neb.

MEHN, WILLIAM	Ripon, Wis.
MURBACH, G. C.	Wauseon, O.
OBERHELMAN, H.	Barnes, Kan.
PAUTZ, W. C.	Arnprior, Ont.
SCHMIDT, A. O.	North Redwood, Minn.
SIEWERT, ARTHUR	Colgate, Wis.
STURM, JULIA	Naperville.
VIETH, THEO.	Norwalk, Wis.
WEBERT, L. G.	Elk Mound, Wis.
WICHMAN, JESSIE	Ithaca, Neb.

Commercial Department.

BOOK-KEEPING.

BLUM, REUBEN	Lockport.
DRAEGER, MARY	Marshfield, Wis.
DRENDEL, OSCAR	Naperville.
FLESSNER, J. H.	Cullom.
GLABE, FRED	Chatsworth.
HASS, HARVEY	Council Bluffs, Ia.
HAUSER, ROY	Naperville.
HEHN, I. W.	Lone Pine, Alta, Can.
HILTENBRAND, CLARA	Naperville.
KIETZER, JNO. F.	Benton Harbor, Mich.
KUHN, ELMER	Naperville.
LITTLEFORD, HARVEY	Hinsdale.
LOITZ, JNO.	Grant Park.
MATHIS, EARL	Prophetstown.
MESSELHEISER, AMIEL	Hampton, Ia.
MUSSELMAN, ELIAS	Naperville.
PANZER, ALBERT	Des Plaines.
PETTERSON, ROLAND	Naperville.
RAPP, GEO.	Naperville.
SEITZ, GEO.	Carmi.
WINCKLER, BARBARA	Naperville.

SHORTHAND AND TYPEWRITING.

DRAEGER, MARY	Marshfield, Wis.
KELLER, GEO. J.	Hazel, So. Dak.
MIGENDT, MAR.	Neuthausen, Austria.
MURBACH, IDA	Wauseon, O.
MUSSELMAN, ELIAS	Naperville.
PFAUHL, PEARL	Naperville.
RENNELS, BESSIE	Lake Odessa, Mich.
WEISMANTEL, THERESA	Naperville.

School of Music.

GRADUATES.

BROWN, CLARA	Piano (Certificate).....	Fremont, O.
EHLERS, MINNIE	Piano and Voice (Certificate) ..	Dashwood, Ont.
HEHN, PEARL	Voice (Certificate)	Marion, Kan.
LOITZ, MARTHA	Piano (Certificate)	Grant Park.
MAECHTLE, SELMA	Piano (Certificate) ..	Pt. Washington, Wis.
SCHUTZ, BERTHA	Piano (Diploma)	Naperville.
SCHWEITZER, EDNA	Piano (Diploma)	Hillsboro, Kan.
STAUFFACHER, ESTHER	Voice (Certificate)	Monroe, Wis.

MUSIC.

AIKMAN, EUNICE B.	Piano	Naperville.
AUGUSTINE, LELAND	Violin	Racine, Wis.
AUGUSTINE, ALBERT	Piano	Racine, Wis.
BABEL, GENEVIEVE	Voice, Piano	Blunt, So. Dak.
BAUMGARTNER, I.	Voice	Sumner, Ia.
BEHRENS, KATIE	Piano	Cullom.
BEUSCHER, W.	Voice	Philadelphia, Pa.
BLUMER, W.	Voice	Lu Verne, Ia.
BOECKER, GERT.	Organ, History	Naperville.
BOECKER, BERNARD	Violin	Naperville.

BECKER, ARTHUR	Piano	Naperville.
BOETTGER, ELLA	Piano	Naperville.
BRAND, ED. F.	Voice	Farmington, Wash.
BROWN, CLARA	Piano, History, Harmony	Fremont, O.
BROWN, SUSIE, M.	Piano, Voice, History	Holdrege, Neb.
BRUNNER, A. J.	Voice	Bonfield.
CARR, JESSIE	Piano	Sheridan.
COLLINS, JOHN	Piano	Naperville.
DAESCHNER, ESTHER	Piano, Voice	Hiawatha, Kan.
DRAEGER, MARY	Piano	Marshfield, Wis.
DUEL, HAZEL	Piano, Harmony, History	Naperville.
DURAN, EDITH	Voice	Naperville.
EHLERS, MINNIE	Voice, Piano, History, Theory	Dashwood, Ont.
ETZELMUELLER, H.	Organ	Naperville.
GEGENHEIMER, LUCILE	Piano	Naperville.
GEISTER, EDNA	Piano	Elgin.
GIBSON, ETHEL	Piano, Voice	Naperville.
GILMAN, A. E.	Voice	South Bend, Ind.
GRETZINGER, KARL	Voice, Violin	Winnipeg, Man.
GUTHER, BENJ.	Piano, Violin, Voice	Walnut.
HAILER, HER.	Violin	Sheboygan, Wis.
HATZ, HAZEL	Voice	Prairie du Sac, Wis.
HEHN, PEARL	Piano, Voice	Marion, Kan.
HEM, MILTON	Piano, Voice	Oswego.
HETZ, W. L.	Piano	Columbiaville, Mich.
HOFFMAN, B. A.	Voice	Walnut.
HUGHES, FLORENCE	Piano, Harmony	Naperville.
KELLER, AGNES	Piano	Naperville.
KIEKHOFER, HAZEL	Piano	Naperville.
KINZIE, DONA	Piano, Voice	Naperville.
KROEHLER, GLADYS	Piano	Naperville.
KRUG, A. A.	Voice	Brownsville, Wis.
LANGENSTEIN, ALMA	Voice	Dakota.
LOITZ, MARTHA	Piano, Harmony, History, Theory	Grant Park
MAECHTLE, SELMA	Piano, Harmony, Organ, Theory	Pt. Washington.
MANSHART, BEULAH	Piano	Naperville.
MARSHAL HARLAN	Violin	Naperville.
MATHIS, EARL	Voice	Prophetstown.
MATHIS, HUBERT	Voice	Hoopole.

MESSELHEISER, A.	Voice	Hampton, Ia.
MILLER, NEWTON	Voice	Downer's Grove.
MINCH, CORA	Voice	Hooppole.
NANNINGA, L.	Voice, Piano	Yates Center, Kan.
NEITZ, MABEL	Violin	Naperville.
PAULI, MINNIE	Piano, Harmony	Bern, Kan.
RAGATZ, ERNA	Piano, Harmony	Prairie du Sac, Wis.
RILLING, ROLLO	Piano	Naperville.
RUMPLE, ALTY	Piano, Voice, Harmony	Geneva, Ind.
RITZENTHALER, OLIVE	Organ, Voice, Piano	Prairie View.
RITZENTHALER, VIOLA	Piano, Voice	Prairie View.
SCHMIDT, ROSA	Piano	Naperville.
SCHNEIDER, HENRY	Violin	Deemerton, Ont.
SCHROEDER, ROSA	Piano, Harmony	Gladstone, Neb.
SCHROER, MARY	Piano	Barnes, Kan.
SCHUTZ, BERHTA M.	Piano, Organ, Counterpoint	Naperville.
SCHUTZ, NETTA	Voice, History	Naperville.
SCHWARTZ, MARY	Piano	Sturgis, Mich.
SCHWARTZ, KATIE	Piano	Sturgis, Mich.
SCHWEITZER, I.	Voice, Piano	Malta.
SCHWEITZER, EDNA....	Piano, Organ, Counterpoint	Hillsboro, Kan.
STAUFFACHER, ESTHER..	Voice, Piano, Theory, History, Organ..	Monroe, Wis.
STOCKEBRAND, MINNIE	Piano, Voice	Yates Center, Kan.
VIETH, ARNOLD	Voice	Norwalk, Wis.
VOEGELEIN, BELLE	Voice	Falls City, Neb.
WAGNER, G. F.	Voice	Culbertson, Neb.
WEIDE, JUANITA	Piano, Voice	Yates Center, Kan.
WENDEL, OLIVE	Piano	La Moille.
WIENER, ROSE	Piano	Naperville.

Art Department.

BEIDLER, MABEL	China	Naperville.
BOETTGER, ELLA	Water Color	Naperville.
DAESHNER, ESTHER	Water Color	Hiawatha, Kan.
DIEGLE, LENA	Water Color	Wapakoneta, O.
DILLER, ADA	Water Color	Sandwich.
ESTER, EVA	Water Color	Naperville.

GOOD, VIDA	Water Color	Naperville.
HATZ, CORA	Water Color.....	Prairie du Sac, Wis.
HATZ, ESTHER	Water Color.....	Prairie du Sac, Wis.
HATZ, HAZEL	Water Color.....	Prairie du Sac, Wis.
HEHN, PEARL	Oil and Water Color.....	Marion, Kan.
KEENEY, MRS.	Water Color	Naperville.
McNALLY, BARBARA	Water Color	Naperville.
NONNAMAKER, MRS.	Water Color and China.....	Naperville.
OTTERPOHL, ELENOR	China	Naperville.
RITZENTHALER, OLIVE	Water Color	Prairie View.
STAUFFACHER, ESTHER	Water Color	Monroe, Wis.
STOCKEBRAND, MINNIE	Water Color	Yates Center, Kan.
STONER, LOTTIE	Water Color	Naperville.
VOEGELEIN, ALICE	Water Color	Falls City, Neb.
UMBACH, LULA	Water Color	Naperville.
UMBREIT, ROSA	Stencil	Naperville.
WEHRLI, COLETTA	Water Color	Naperville.

SUMMARY.

College Department.

Graduate Students	9
Seniors	21
Juniors	23
Sophomores	35
Freshman	44
Special, College Grade	8—140

Preparatory Department.

Fourth Year	24
Third Year	26
Second Year	31
First Year	27
Academic	24—132

German Department.

Pure German	46
Eng. German	67—113

Commercial Department.

Book-Keeping	21
Shorthand and Typewriting	8
Penmanship	15— 44

Music Department.

Piano	49
Organ	7
Violin	7
Voice Culture	39
History, Theory, Harmony and Counterpoint	23
Singing Classes	27
Total omitting repetitions	—105

Art Department.

Painting and Drawing	23
----------------------------	----

Department of Physical Culture.

Those not included in other departments.....	61
	—
Total	618
Deduct for repetitions	216
	—
Whole Number of Students	402

OFFICERS OF ALUMNI ASSOCIATION.

For 1910.

President

T. L. HAINES, '72.

First Vice-President

A. R. RIKLI, '03.

Second Vice-President.

G. C. GASSER, '91.

Secretary-Treasurer

FANNIE LAUVER, '08.

Executive Committee

T. L. HAINES, '72.

A. R. RIKLI, '03.

FANNIE LAUVER, '08.

STUDIES AND RECITATION PERIOD.

	PERIOD		PERIOD
Analytical Geometry	2.00	German, English 1st year..	11.00
Algebra, 1st year	7.30	German, English 2nd year..	2.00
Algebra, 2nd year	11.00	German, English 3rd year..	11.00
Algebra, College	10.00	German, English 4th year..	2.00
Astronomy	7.30	Greek, 1st year	7.30
Biology	1.00	Greek, 2nd year	3.00
Botany El.	7.30	Greek, 3rd year	8.30
Botany, General	10.00	Greek, 4th year	2.00
Botany, Advanced	3.00	History, American	10.00
Calculus	2.00	History, Ancient	11.00
Chemistry, El.	8.30	History, Medieval	10.00
Chemistry, General	1.00	History, Modern	3.00
Chemistry, Advanced	10.00	History, English	10.00
Chemistry, Organic	10.00	History, Economic	3.00
Civics	10.00	History, Adv. American....	3.00
Constitutional Law	2.00	International Law	2.00
Economics	11.00	Latin, 1st year	1.00
Education	2.00	Latin, 2nd year	7.30
English, 1st year	8.30	Latin, 3rd year	10.00
English, El. Rhet.	8.30	Latin, 4th year	8.30
English, Am. Lit.	2.00	Latin, 5th year	1.00
English, El. Eng. Lit....	11.00	Logic	8.30
English, Freshman	7.30	Philosophy	11.00
English, Sophomore	1.00	Physiology	3.00
English, Junior	1.00	Physics, El.	1.00
Ethics	7.30	Physics, College	7.30
French, 1st year	8.30	Political Science	7.30
French, 2nd year	3.00	Religion, Science of	10.00
Geology	11.00	Sociology	8.30
Geometry	8.30	Surveying	2.00
German, Gram.	10.00	Trigonometry	10.00
German, 2nd year	8.30	Zoology, El.	7.30
German, Rhetoric	10.00	Zoology, Gen.	10.00
German, Literature	2.00	Zoology, Adv.	8.30

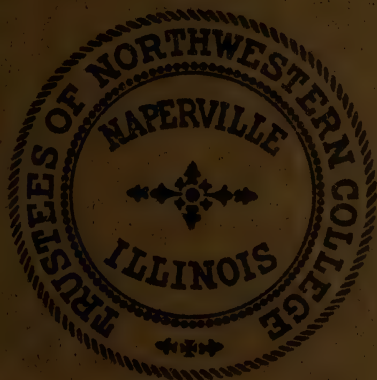
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1910-11

North-Western College

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OF THE
UNIVERSITY OF ILLINOIS



Catalogue
1910 - 1911

Naperville, Ill.

CATALOGUE

....OF....

North-Western College



NAPERVILLE, DU PAGE CO., ILLINOIS

1910—1911

PUBLISHED BY THE COLLEGE

1911

1912

	S	M	T	W	T	F	S
January	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15
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February	1	2	3	4
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28	29	30	31

COLLEGE CALENDAR.

1911.

September 19-20—Entrance Examinations and Enrollment..	
.....	Tuesday and Wednesday
September 20—First Semester and Fall Term Begins...	Wednesday
October 31—Annual Meeting of Board of Trustees.....	Tuesday
November 30th to December 3rd—Thanksgiving Recess....	
.....	Thursday to Monday
December 22—Fall Term Ends	Friday

1912.

January 9—Winter Term Begins	Tuesday
February 2—First Semester Ends	Friday
February 4—Day of Prayer for Colleges	Sunday
February 5—Second Semester Begins	Monday
March 29—Winter Term Ends	Friday
April 1—Spring Term Begins	Monday
April 19—Academy Oratorical Contest, Elgin Prizes.....	Friday
May 17—Freshman Contest for Heatherton Prizes.....	Friday
May 18—College Day	Saturday
May 30—Memorial Day	Thursday
June 15—Graduating Exercises of School of Commerce..	Saturday
June 16—Baccalaureate Sermon	Sunday
June 18—Graduating Exercises of the School of Music.....	
.....	Tuesday Afternoon
June 18—Graduating Exercises of the Academy..	Tuesday Evening
June 19—Class Day	Wednesday
June 19—Commencement Concert	Wednesday Evening
June 20—Commencement	Thursday
June 20—Alumni Anniversay	Thursday Evening
September 17-18—Opening Days	Tuesday and Wednesday

BOARD OF TRUSTEES.

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REV. L. F. EMMERT	Wisconsin Conference
REV. J. H. BREISH	Indiana Conference
REV. H. C. SCHLUTER	Iowa Conference
REV. E. M. SPRENG	Ohio Conference
REV. F. KLUMP	Michigan Conference
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REV. J. G. SCHWAB.

REV. H. C. SCHLUTER.

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PROF. G. W. SINDLINGER.

PROF. THOS. FINKBEINER.

Auditing Committee.

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PROF. M. W. COULTRAP.

PROF. M. E. NONNAMAKER.

Grounds Committee.

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PROF. THOS. FINKBEINER.

REV. F. W. UMBREIT, Treasurer and Financial Agent.

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66 Wright Street.

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Principal of the Department of Physics.*

G. J. KIRN, A. M., Ph. D.,
145 Sleight Street.

Professor of Intellectual and Moral Philosophy.

(*) On leave of absence.

FACULTY—Continued.

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82 Columbia Ave.

Professor of German.

M. W. COULTRAP, A. M.

76 Columbia Avenue.

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Professor of Piano and Organ.

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62 Loomis Street.
Professor of Vocal Music.

RUTH K. SPEICHER,
Teacher of Voice Culture.

J. FREDERICK FEHR,
Teacher of Violin and Piano.

LYDIA D. SMITH,
Chicago.
Teacher of Drawing and Painting.

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OSCAR S. EBY.
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PROF. M. E. NONNAMAKER,

PROF. ORVILLE M. ALBIG.

Courses of Study and Catalogue.

PROF. G. J. KIRN.

PROF. L. M. UMBACH.

PROF. THOS. FINKBEINER.

PROF. W. H. COOPER.

PROF. M. E. NONNAMAKER.

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Library.

PROF. S. L. UMBACH.

G. J. KIRN.

Willard C. McNaul.

Rooms.

C. B. BOWMAN.

W. H. COOPER.

Athletics and Physical Culture.

PROF. A. C. GEGENHEIMER.

PROF. M. W. COULTRAP.

North-Western College.

HISTORICAL STATEMENT.

North-Western College had its origin in the conviction that the interests of Christian education demand the establishment and maintenance of institutions of higher learning by the Christian Church. The honor of having taken the initiative toward its establishment belongs to the Illinois Conference of the Evangelical Association. At its annual session in the spring of 1861, this Conference adopted a resolution to invite the Wisconsin, the Indiana, and the Iowa Conferences to unite with them in the founding of a college, which should be duly equipped for the prosecution of collegiate work. These Conferences responded cordially and joined in the movement. A commission, consisting of twelve members and representing the Illinois and the Wisconsin Conferences, held a meeting at Plainfield, Illinois, April 30, 1861, for the purpose of effecting the organization of a Board of Trustees, and to secure the incorporation of the projected institution. By resolution it was decided that the Board of Trustees should consist of twenty-three members, as follows: seven from the Illinois Conference, seven from the Wisconsin Conference, five from the Indiana Conference and four from the Iowa Conference. This plan was subsequently changed to one of equal representation, so far as the Conferences are concerned.

Although this was at a time when the outbreak of the Civil War seemed to paralyze the spirit of the enterprise,

as well as the financial resources of the country, circumstances favored the undertaking. The village of Plainfield offered to donate a college site, including a fine and spacious building then in the course of erection. The offer was accepted and the new institution named Plainfield College. The organization having been effected, it was decided to open the institution immediately; and the Preparatory school began its work in the fall of the same year with three teachers and an encouraging number of students. The teachers of the first year were John Rodes, A. M.; John Miller, A. B., and Miss C. M. Harlacher. Rev. Augustine A. Smith, A. M., Principal of Greensburg Seminary, Greensburg, Ohio, who entered upon the duties of his office in the fall of 1862, became the first president of the institution.

As the patronage of the school soon extended over several states, the name "Plainfield College" was deemed to be too local; hence at the annual meeting of the Board of Trustees in 1864, the name of the institution was changed to North-Western College. Unfortunately the village of Plainfield was located at some distance from a railway line at that time, which it was soon discovered would be a serious drawback to the growth and progress of the institution. Steps were therefore taken to secure a more advantageous location for the school. In 1870 the college was removed from Plainfield to Naperville, Illinois, its present favorable location. This place having donated grounds of about eight acres, and \$25,000 in money, a fine and substantial college building, consisting of a main part, 71x46 feet, five stories high, and a wing, 58x46 feet, three stories high, was erected and opened for school purposes in the fall of 1870. This change proved of such advantage to the school as to mark an epoch in its history.

New departments of instruction were added from time to time as the progress of the institution seemed to require them. In 1871 the department of Fine Arts was opened, and the Commercial department the following year. Music received considerable attention from the very beginning of the school, which gradually resulted in the formation of a regular department of vocal and instrumental music. More recently this has been entirely reorganized, and now forms a strong and well equipped School of Music. In 1876 Union Biblical Institute was opened, which, although having its distinct organization, is so closely connected with the College as to be easily regarded as its theological department.

In 1890 a new four story building, 71x41 feet, was added as a south wing; and the main building throughout renovated and improved. Steam heating and electric lighting were introduced and the entire equipment thoroughly modernized. The Laboratories were enlarged and suitably furnished with the necessary apparatus and reagents. The Museum was given more room and the collections were greatly increased. A splendid Herbarium was created, which has grown into very creditable proportions. The Library was transferred to enlarged quarters, and made more serviceable in all departments of instruction.

In 1901 a handsome Gymnasium building 100x60 feet, two stories high—a gift of the late Professor J. L. Nichols, A. M.—was erected and added to the general outfit of the college. Professor Nichols was an honored alumnus of this institution, and for a number of years the efficient principal of its Commercial department. The building forms a fitting memorial to the thoughtful generosity and abiding interest of this noble and illustrious son of his Alma Mater.

During the past few years two additional commodious buildings were completed—a Library and Science Hall. The Library building, 75x62 feet, three stories high, is the gift of that well known and honored philanthropist, Mr. Andrew Carnegie, of New York City; and the Science Hall, 96x75 feet, four stories high, comes from another illustrious alumnus of this institution, Dr. Albert Goldspohn of Chicago. North-Western College is justly proud of her alumni, who are not only rising to distinction in their respective professions but who in their success do not forget their Alma Mater.

In order to provide for the proper heating of the entire group of buildings, a central power house was erected and supplied with the very best new boilers and heating appliances. In material and general plan of construction this building is in harmony with the other buildings on the campus, recently erected. The entire equipment of the institution is such as to compare favorably with that of the best schools of similar character in the land.

To meet more fully the growing needs of the institution, measures were inaugurated within the last few years to increase the endowment fund. These efforts have received such cordial endorsement on the part of the friends and patrons that up to date \$200,000 has been added to the endowment, thus placing the institution on an excellent financial basis. The growth in financial resources and material equipment is highly gratifying and points to a promising future.

North-Western College stands for Christian education in the best and broadest sense. In an age produced by civilization no apology is needed for emphasis upon "Christian" in higher education. The aim is to produce sound scholarship, and genuine nobility of character. The purpose of

education is life rather than livelihood, hence implies the symmetrical development of the mental, moral and physical powers of the student. While laboring to inspire a vigorous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its important work.

CHARTER.

The following charter was adopted in 1876:

WHEREAS, The Board of Trustees incorporated under a special law of the state of Illinois, approved and in force February 15, 1865, and entitled "An act to incorporate North-Western College," have given their unanimous consent that said corporation may become incorporated under the provisions of an act of the General Assembly of said State entitled "An act concerning corporations not for pecuniary profit," as contemplated by the act of said General Assembly entitled "An act to revise the law in relation to universities, colleges, academies and other institutions of learning," approved March 24, 1873, and in force July 1, 1874.

Therefore, we, the undersigned, citizens of the United States, and members of said Board of Trustees, desiring to associate ourselves in order that said corporation may become incorporated under the provisions of the general law of Illinois as aforesaid, and for the purpose of forming a corporation not for pecuniary profit, pursuant to the acts of the General Assembly of the State of Illinois hereinbefore referred to, do hereby certify and state that the name and title by which said corporation shall be known in law is "TRUSTEES OF NORTHWESTERN COLLEGE."

That the particular business and objects for which it is formed are to own, control and manage the property and affairs of the corporation, including the institution of learning now located at Naperville in said state and named and styled "North-Western College of the Evangelical Association of North America," with its various departments, as the same now or hereafter may be established by the Board of Trustees.

That the number of Trustees shall be fifteen, seven of whom shall constitute a quorum for the transaction of all business of the corporation, at any meeting of the Board; that the President of the College shall be *ex-officio* one of said trustees, and that the remaining fourteen shall be elected as provided for by the by-laws.

At the annual meeting of the Board of Trustees, in February, 1894, the following resolutions, relative to an amendment to the charter, were passed:

Whereas, the interests of North-Western College located at Naperville, Ill., require that a change be made in its articles of corporation, in order to increase its number of Trustees;

1. *Therefore be it Resolved*, That that provision in the articles of incorporation or charter of this corporation, (to-wit, Trustees of North-Western College,) which provides that the number of trustees shall be fifteen, shall be changed so as to read "that the number of trustees shall be twenty-two, twelve of whom shall constitute a quorum for the transaction of all business of the corporation at any meeting of the Board."

2. *Further Resolved*, That the charter of articles of incorporation shall be changed and modified so as to provide therein that one of the Bishops of the Evangelical Association (to be selected by the Board of Bishops), shall be, *ex-officio*, a member of the Board of Trustees of said corporation. His term of office shall be the same as that of the Conference Trustees.

These resolutions having been duly ratified by the Conferences connected with the College, the required certificate was filed with the proper officer in February, 1895, as provided by the laws of the State of Illinois.

BY - LAWS

OF THE

Trustees of North-Western College.

1. The College Corporation consists at present of twenty-two trustees, fourteen of whom represent the following Conferences of the Evangelical Association:—The Illinois, Wisconsin, Indiana, Ohio, Erie, Michigan, Iowa, Canada, New York, Des Moines, Kansas, Nebraska, Minnesota and Dakota, six are elected by the Board itself, and two are members ex-officio, as provided by the Charter.
2. Other Conferences may, upon complying with such requirements as shall be determined by the Board of Trustees, be admitted to representation in the corporation by the consent of the whole number of trustees present at any annual meeting.
3. Conferences connected with the corporation shall be entitled to one trustee each, who shall be elected at the annual sessions of those Conferences. Any trustee guilty of official misconduct, or neglect of duty, may be removed from his office by a two-thirds vote of the entire Board.
4. The term of office of the trustees shall be three years, and until their successors are elected and attend a meeting of the Board of Trustees. Any Conference failing for three consecutive years to elect a trustee, or resolving to discontinue or refuse its patronage and support, shall be deemed to have forfeited and surrendered its right of representation in the Board.
5. Vacancies in the office of the trustees elected by the different Conferences shall be filled by the Conferences concerned at their annual meetings; all other vacancies shall be filled by the Board at any of its meetings. Trustees thus elected shall hold their office for the unexpired term.
6. There shall be an annual meeting of the Board of Trustees, held at such time and place as the Board itself may determine at

any of its meetings. Special meetings may be called at any time by the Executive Committee, or any three trustees, by giving notice in writing to each member of the Board at least ten days before such meeting. Special meetings may take the place of the regular annual meetings whenever so decided by a two-thirds vote of all the Trustees present.

7. The officers of the Board shall be a President, a Vice-President and a Secretary, who shall hold their offices for one year, and until their successors are elected. In case of a vacancy in these offices, or in the absence of any one of said officers, the Board may elect officers *pro tempore*.

8. The President of the Board shall preside at all meetings of the Trustees, and in his absence the Vice-President shall occupy the chair. The secretary shall properly record the proceedings of the meetings of the Board of Trustees, and attend to all such other duties as usually belong to that office.

9. A Treasurer shall also be elected by the Board of Trustees, who shall hold his office for one year, and until his successor is elected and qualified. It shall be the duty of the Treasurer to keep suitable books of account in which he shall in an appropriate manner enter statements of all moneys received and paid out, and on what account. He shall also keep books showing the names of all persons having subscribed or contributed money or property to the Institution, including a full register of all scholarships and their dates of issue and expiration. He shall pay out no money except for the proper and necessary expenses of the Institution, and shall comply strictly with all orders of the Board. For all moneys received he shall give receipts, and for those paid out he shall take receipts. Annually, or whenever required he shall furnish a report of his transactions, and exhibit his books and accounts for their inspection to the Board of Trustees, or the Executive Committee. The Treasurer shall submit all applications for loans and all investment propositions to the Finance Committee for its approval.

Before entering upon the duties of his office, the Treasurer shall furnish a properly executed bond in such amount and such security as may be determined by the Board of Trustees, or the Executive Committee, conditioned that he will faithfully discharge his duties as Treasurer; that he will properly care for and protect the property of the Institution that shall come into his hands as such officer, and

that he will in all things act in harmony with the By-laws, or the general direction of the Board.

10. A Finance Committee, consisting of three members, shall be appointed annually by the Board of Trustees, whose duty it shall be to examine all applications for loans, submitted by the Treasurer and with him to determine the loans and investments of the productive funds of the Institution. An annual report shall be submitted to the Board of Trustees, and during the interval of the meetings of the Board to the Executive Committee when requested.

11. An Auditing Committee, consisting of three persons, shall also be appointed annually by the Board, whose duty it shall be to examine the Treasurer's books and accounts and report to the Executive Committee whenever there is anything of special importance, or when requested by that committee to do so. They shall also examine the Treasurer's annual report and books previous to such meeting of the Board of Trustees, and present their findings to that body.

12. An Executive Committee, consisting of not less than five or more than seven members, four of whom shall constitute a quorum, shall be appointed annually by the Board, who shall transact such business as may be committed to them by the Board of Trustees, and such other business as the interests of the Institution may require during the intervals of the meetings of the Board. The Committee shall control its own organization and keep a careful record of all its proceedings, which shall be submitted to the Board of Trustees for approval at the annual meetings.

13. The President, Professors and Instructors appointed by the Board of Trustees, shall constitute the faculty of North-Western College; and they are by their appointment vested with authority to prescribe and regulate the course of study in the college; to make all needful rules and regulations for the government of the students, and to take all necessary action for the enforcement of discipline in the Institution, including the reprimand, suspension and expulsion of students for improper conduct, violation of rules and idle or vicious habits.

In order to discharge these duties in the best manner, the faculty shall maintain a regular organization of which the President of the College is the presiding officer; other needed officers shall be chosen

by the faculty, and the frequency and time of the meetings shall be determined by a majority vote of the entire faculty.

14. The President of the College is the administrative head of the Institution and all its departments of instruction. He shall exercise a general superintendence over all the interests of the college, and direct the official correspondence. It is his duty to preside at all meetings of the faculty and on public academic occasions. He shall study the wants and needs of the entire institution, and submit annually a report concerning its condition and needs to the Board of Trustees. The heads of the several departments or schools, shall report to the President, which information he shall utilize or embody in his annual report.

As the efficiency of the Institution depends chiefly upon the character of its faculty, the Board will hold the President reasonably responsible for the faithfulness and success of each instructor. The President is expected to suggest candidates for vacancies, or to fill new positions in the faculty, and to state their qualifications to the Board of Trustees or the Executive Committee.

The President, being a member ex-officio of the Board of Trustees, shall receive all requests, or complaints, addressed to the Board, on the part of the instructors individually and collectively, and shall report the same to the Board at its next meeting. It shall, however, be the privilege of any instructor to appear before the Board in person to present a request or complaint, or to make any pertinent communication, provided the faculty has been previously informed of the same matter.

15. No instructor shall engage in any outside professional or commercial pursuit without the approval of the Board or the Executive Committee. And no teacher shall absent himself from his place of duty longer than one college day at any time without having first secured the President's consent. But this rule shall not apply to absences due to sickness nor death of relatives.

16. North-Western College shall be open in all its departments to all persons of good moral character, irrespective of denominational affiliation or profession of faith. Both sexes are admitted to equal privileges. But all students are required to obey the rules of the college and comply with the regulations adopted by the Faculty for the government of the Institution.

17. The Board of Trustees may give and grant such literary honors and degrees as are usually granted by like institutions, and may, upon the recommendation of the Faculty, give suitable diplomas and certificates of scholarships under the common seal of the corporation.

18. These By-Laws may be repealed or amended, or new By-Laws may be adopted at any meeting of the Board of Trustees by a two-thirds vote of those present.

North-Western College.

LOCATION.

North-Western College is located at Naperville, Illinois, on the Chicago, Burlington & Quincy Railroad, 28 miles from Chicago. Naperville is a pleasant, orderly little city of 3,500 inhabitants, and is regarded as one of the most attractive places for suburban residence in the vicinity of Chicago. Its citizens are intelligent and congenial; and the social atmosphere of the community is singularly free from the distractions and injurious influences that often surround college life. Its central location in the very heart of the country and its proximity to the great metropolis of the West, make it easily accesible from all points. Ten Chicago, Burlington & Quincy passenger trains, which leave the Union Deport, corner of Adams and Canal streets, Chicago, daily except Sunday, stop at Naperville. Twelve trains, from the West, Northwest and Southwest, besides suburban trains, stop daily at Naperville. The location is all that could be desired. It is near enough to Chicago to secure many of the advantages without incurring the moral dangers of a great city. There is no more desirable, beautiful and healthful college site in the land.

BUILDINGS.

The College is located on a spacious and beautiful campus in the center of the residence portion of the city of Naperville. The surroundings are attractive and the cam-

pus is ornamented with a fine variety of trees, making the location cheerful and inviting.

The Main Building.—The main building is an elegant and commodious stone edifice well planned and suitably furnished with the best modern appliances for educational purposes. It consists of three parts, a main building 71x46 feet, five stories high; a wing 58x46 feet, three stories high, both erected in 1870; and a new addition 71x41 feet, four stories high, erected in 1890. As thus completed, it is one of the finest buildings in the West. It is heated throughout by steam and lighted by electricity.

Gymnasium.—A commodious and well-equipped gymnasium was erected in 1901. The building is a contribution by Prof. J. L. Nichols of the class of '80 and is located in the northern part of the campus, in line with the main building and Science Hall, facing east and west. Its dimensions are 100x60 feet, two stories high; and it is supplied with such appliances and conveniences as combine the most approved features of the modern gymnasium. It is designed to provide all students of the college with opportunities for such general exercises as will promote health and physical well-being. The gymnasium is open every week day of the school year.

The Library.—A handsome new library building was erected during the past year, the gift of Mr. Andrew Carnegie. It is located on the southwest corner of the campus, and built in classic style of architecture. On the main floor are the delivery room, and the general reading and reference rooms together with smaller office rooms for administrative purposes. In the basement, which is practically above ground, are rooms for receiving and distributing books, and shelves for pamphlets, magazines and periodicals.

On the second floor are the Faculty room, and additional stack and reference rooms. The building is supplied throughout with steam heat and electric lights, and is thoroughly modern in all its appointments. It has a stack room for thirty-five thousand volumes, besides pamphlets and periodicals. The library is an inviting place for collateral reading, and students are encouraged to make an intelligent and faithful use of its privileges.

The library contains now more than 10,500 volumes, and additions are being made from year to year. It is intended to supplement the work of all departments of instruction; and every effort is made to increase its utility. The books are conveniently arranged and carefully catalogued, both by authors and by subjects, according to the "Dewey Decimal System of Classification." Hence any book may be easily found even by persons not especially familiar with bibliography.

The Reading Room is supplied with an excellent selection of standard magazines and periodicals. The aim is to meet the needs of the various departments of the institution, and to keep them in touch with current thought and the ablest discussions of the day. These periodicals being chosen with a view to supplement the literature of the Y. M. C. A. Reading Room, students have access to an exceptionally wide range of periodical literature.

A number of valuable donations were received from friends of the institution during the past year, for which thanks are extended. Further contributions in books and moneys are earnestly solicited.

Science Hall.—For its beautiful and commodious building specifically devoted to the interests of physical science, the College is indebted to the munificence of Dr. A. Goldspohn, an alumnus of the class of '75 of the institu-

tion. The edifice is four stories high, including a high basement and a roof-story. It is located between the main building and the gymnasium, somewhere near the geographical center of the campus. The entire building is so planned as to combine the largest convenience with the greatest utility.

The departments of Physics and Chemistry occupy the first floor, which comprises two large lecture rooms, two general laboratories, two teachers' private laboratories, apparatus rooms, an optical room, a balance room, and offices for instructors.

On the second floor the departments of Biology and Geology find their accommodations. The entire floor is fully supplied with all necessary laboratory fixtures and appliances, in order to make the study in these departments as thorough and satisfactory as possible. A department library offers the desired opportunities for collateral reading along these lines of study.

In the basement are located two additional lecture rooms, a storage room, a dark room, a work shop, and the various accommodations belonging to a modern science building. The spacious upper floor is to receive the Museum and Herbarium collections. The entire outfit is of the best and most approved fixtures and appliances obtainable.

LABORATORIES.

The laboratory facilities provided by the new Science Hall are most excellent, comprising as they do four large well-lighted, well-ventilated laboratories, and four smaller laboratories for special and research work. These laboratories are assigned to the departments of Chemistry, Physics, Biology and Geology. Additional laboratories for the

departments of Mineralogy and Meteorology will be equipped as soon as our rapidly growing and expanding work in science may require.

No pains in planning or expense in construction has been spared in making the laboratories most thoroughly modern and efficient in every particular. They are supplied with water, gas and electricity, and furnished with individual lockers for the accommodation of about one hundred students in each department. The fixtures, such as tables, cupboards, drawers, hoods, and reagent shelves are the best that could be obtained, and their orderly and convenient arrangement makes it a pleasure to work in the laboratories.

The equipment is in keeping with the excellent accommodations which the building affords. Large additions to the apparatus, some of which is imported, were purchased during the past year; and more is being added for the coming school year. The laboratories now contain some very fine and sensitive pieces of apparatus. Arrangements are now being made for the equipment of a psychological laboratory.

MUSEUM.

The Museum occupies for the time being the upper floor of the main college building, and contains large and valuable collections for illustrating the various departments of natural history. The collection comprises a large number of our native birds, larger mammals, nearly one thousand specimens having been added by the purchase of the Romberger collection; a number of the smaller reptiles and batrachia in alcohol, and a very fine collection of marine invertebrates donated by the Smithsonian In-

stitution. The collection of minerals has been greatly increased and now represents many American localities. During the past year this collection has been greatly increased by the donation of a collection made by the late David N. Moyer. The archeological collection in flints and implements is becoming quite extensive and valuable. The fossils are chiefly from rocks of the Palaeozoic era. The fossil plants from the Carboniferous age are especially fine. Students have access to the Museum at all times.

HERBARIUM.

Excellent quarters have been fitted up on the Museum floor for the accommodation of the Herbarium. The collection has grown rapidly during recent years, and contains now nearly thirty-seven thousand sheets of plants. It contains not only all the varieties found in the vicinity of the Institution, but also from many other American, European and Asiatic localities. The collection of European and South American specimens has especially been greatly increased. The Herbarium is in a very interesting and serviceable condition and furnishes the means of increasing usefulness to the students in that department of study. Besides the permanent collection, the department has also a large number of specimens for exchange purposes.

LECTURE COURSES.

The College sustains regular, first-class Lecture Courses from year to year. Besides these a number of lectures are provided by the Scientific and Christian Associations, and frequent lectures by members of the Faculty are introduced throughout the year. Among the more promi-

nent lecturers engaged by the college during the past year were: Adrian M. Newens, William A. Colledge, Edward Amherst Ott, Rogers Grilley Co., Judge Ben. Lindsey.

These Lecture Courses afford opportunities to hear some of the ablest speakers in the land, and constitute an important auxiliary to the work of the class-room.

ROOMS AND BOARDING.

The College has no dormitories, but ample and pleasant rooming accommodations can always be found in private families. Usually two, but sometimes three or four students go together and share the rent for a room or set of rooms. The rent for furnished rooms ranges from \$10 to \$15 per term of three months for each student. Unfurnished rooms are correspondingly cheaper.

The College provides a boarding department where students can get good board at very reasonable rates. In addition to the accommodations furnished by this department, a number of private families are conducting boarding places. Good board in private families, including furnished rooms, ranging in price from \$4 to \$5 per week, light and fuel extra. Some students prefer to take table board in private families, which may be had at prices ranging from \$3.25 to \$3.75 per week. Others board in clubs at a cost of about \$2.50 per week. Students boarding in clubs, or taking their meals in private families, rent rooms separately. Some students reduce their expenses still further by renting rooms and boarding themselves.

Students are not allowed to board or rent rooms at any place without the approval of the Faculty; nor to change place of boarding, or leave their rooms during the term

without their consent. Families who let rooms, or board students, are expected to be interested in the maintenance of the College rules.

WASHING AND FUEL.

The price of washing is about 75 cents per dozen. The cost of fuel ranges from \$5 to \$8 per year.

BOOKS.

All text and reference books, as well as a complete assortment of stationery, are kept in the College building and are sold to student below Chicago retail prices.

COLLEGE EXPENSES.

Tuition, per Semester, College Department	\$15.00
Incidentals, per Semester, College Department	15.00
Tuition, per Semester, Preparatory School	15.00
Incidentals, per Semester, Preparatory School	15.00
Tuition, per Term, Common Branches	10.00
Incidentals, per Term, Common Branches	8.00
Diplomas	5.00
Certificates, Preparatory School	2.00
Library Fee, per Semester .....	.75

LABORATORY FEES.

Organic Chemistry, per Semester	\$ 7.00
Qualitative Analysis, per Semester	7.00
Quantitative Analysis, per Semester	7.00
General Chemistry, per Semester	5.00
Elementary Chemistry, per Semester	4.00
Biology, per Semester	3.50
General Physics, per Semester	3.00
Elementary Physics, per Semester	3.00
Botany, per Semester	2.50

Breakage Deposits of \$3.00 per Semester in Chemistry and \$1.50 per Semester in Physics will be required of all students following these courses. These deposits will be returned at the end of the course in case there is no breakage.

The charge for one study is one-half the tuition and incidental fees; for more than one study full rates are charged.

Scholarships entitle the holders to instruction in all the literary departments of the College. Orders on scholarships will be honored only if they contain the name of the bearer and the proper signature of the scholarship holder and are presented on entering College.

All College bills must be paid in advance for the semester or term. No deduction will be made for absence for less than one-half a semester, and then only in cases of protracted sickness. The Treasurer's receipt for tuition and incidentals is necessary to secure admission to classes.

Students' bills will be two dollars (\$2.00) higher if they enter two days after the opening of the Semester or term, and three dollars (\$3.00) after the following Monday.

No money will be refunded on Tuition or Incidentals to any student of any department, who, on account of improper conduct or violation of the Rules of the College, may be suspended, dismissed or expelled.

TERM BILLS.

The following is a fair estimate of the necessary expenses for a term of eighteen weeks. The first semester

being twenty weeks in length, the total expense for that term will be somewhat higher.

Tuition and Incidentals	\$28.00 to \$30.00
Board	38.00 to 50.00
Room Rent	12.00 to 18.00
Fuel and Light	5.00 to 8.00
Books and Stationery	6.00 to 12.00
Washing	3.00 to 8.00
	<hr/>
	\$92.00 \$126.00

Personal expenditures depend, of course, very largely upon the habits and home training of the student. It should, however, be remembered that there are other occasions for small expenditures, e. g., lectures, entertainments, society dues, etc., which will justify an additional allowance. Students can deposit their money with the College Treasurer at the opening of the term and draw it from time to time in such amounts as may be needed.

INFORMATION.

New students should plan to arrive a day or two in advance of the opening of the term, in order to secure rooms and effect their preparatory arrangements. Upon arriving in this city, they should repair to the Treasurer's office in the College building, where they may obtain necessary information in regard to available rooms and places of boarding, and such other counsel and direction as may be helpful to them. It is generally better to defer making definite arrangements for room and board until the students can personally inspect and then select according to his own taste, or the requirements of his circumstances.

By calling upon the President advice may be obtained in reference to the mode and conditions of entering the College and other matters of personal interest pertaining to College life.

CORRESPONDENCE.

All letters on business should be addressed to the Treasurer. Those asking for information concerning the school, to the President.

ORGANIZATIONS AND COURSES OF STUDY.

Northwestern College now comprises the following:

- I. College of Liberal Arts.
- II, Academy.
- III. German Department.
- IV. School of Commerce.
- V. School of Music.
- VI. School of Art.
- VII. Department of Physical Culture.

The Collegiate Department offers three parallel courses of study, viz.:

1. The Course leading to A. B. Degree.
2. The Course leading to B. S. Degrees.
3. The Course leading to B. L. Degree.

COURSES OF STUDY.

Three courses are offered covering a period of four years each. They aim at a thorough and liberal education by required and elective courses in Latin, Greek, German, French, English, Mathematics, Science, History, Philosophy and other subjects. The courses differ from each other in the subjects required, as indicated by the courses of study on pages 41-43.

The first requires at least five years of ancient languages with a maximum of philosophy and leads to the degree of Bachelor of Arts (A. B.) The second requires a maximum of science and leads to the degree of Bachelor of Science. (B. S.) And the third a maximum of the modern languages and leads to the degree of Bachelor of Letters (B. L.) It is provided that two units of any language is the minimum that will be credited toward a degree.

SPECIAL STUDENTS.

Persons desiring to receive instruction in any particular department of the College, without becoming candidates for degrees, may be admitted as *Special Students*, provided they prove themselves, upon examination, qualified to pursue with advantage the studies of those departments. In no case will a student be allowed to select studies, which, in the judgment of the Faculty, he cannot profitably pursue. The provisions of special courses is intended to meet the wants of such students as cannot, on account of adverse circumstances, pursue one of the regular courses, but who are desirous of obtaining the broadest culture possible from a partial course.

GRADUATE COURSES.

The college offers opportunities for graduate study in several of its departments of instruction to its own graduates and those of other institutions of equal rank. These courses are altogether elective; hence a graduate student may pursue work in any line for which, in the judgment of the Faculty he is prepared. Many of the courses offered to undergraduates, or recommended for collateral study, but which the student has not yet taken, will be appropriate for graduate study.

Graduates of this institution may be enrolled as resident or non-resident students; but a year's study in residence will be required of all applicants who have received their Bachelor's degree from some other institution.

Graduate students, resident or non-resident, desiring to enter upon a course of advanced work should register for such work before it is undertaken. Students pursuing these courses may prepare for the Master's degree, or receive a certificate for the work done.

The required work for the Master's degree may be completed in one year's resident study; in case of non-residents it will require at least two years. Candidates for the Master's degree will be expected to pass an examination, and to submit a thesis, embodying the results of their study, for approval to the Faculty. For Registration, Examination and Diploma, see page 107.

ENTRANCE CONDITIONS.

Candidates for admission should be at least fifteen years of age and must furnish evidence of good moral character.

Entrance examinations are held at the close of the college year, and on the day preceding the opening of the academic year. Applicants may be examined and admitted at other times, but are earnestly advised to enter at the beginning of the school year.

Examinations will extend over the studies required in the Preparatory Department of this institution, or their equivalents. Candidates for advanced standing are examined in the branches previously pursued by the class which they propose to enter.

Graduates from High Schools and Academies, whose courses and work have been approved by the faculty, are admitted without examination in all preparatory subjects fully covered by their diplomas.

Applicants from other College must present certificates of honorable dismissal, and may, upon presentation of satisfactory proof of preparation for the class which they wish to enter, be admitted without examination. Such proofs should consist in certificates, stating explicitly both the quantity and quality of the work there completed.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to the Freshman Class of the several courses are examined in the subjects described below. When text-books are named it is for the purpose of indicating more definitely the quantity and quality of the work required. Real equivalents so far as authors are concerned are always accepted.

The requirements of admission are stated in terms of units.

Five (5) recitation periods a week for one year, with recitations of 45 minutes each, is the *unit* of work for entrance requirements, and four (4) periods a week of one hour each will be accepted as an equivalent. In allied subjects, such as the elementary sciences, which are generally given less than a year's time, units may be obtained by adding the time values of such studies. Fifteen units are required of admission.

The following units are prescribed for all courses:

English	3 units
Mathematics	2½ units
History	2 units
Science	1 unit

The remaining units will vary according to the Course desired. See courses as outlined.

DESCRIPTION OF SUBJECTS REQUIRED FOR ADMISSION.

1. **English.**—Of the three units in English required of all candidates, one should be made up of composition and rhetoric, and the other two of English and American literature.

(a) **COMPOSITION AND RHETORIC.**—All applicants will be examined in English Composition. This will include a test in correct spelling, capitalization, punctuation, paragraphing and legible handwriting. The student will be required to write an essay on some familiar subject, suggested by the teacher, in which he is expected to give proof of his knowledge of the principles and constructions of language, and his ability to express himself in clear, accurate English.

(b) **ENGLISH LITERATURE.**—Each applicant is expected to have read carefully certain assigned literary masterpieces, and to have a clear and fresh knowledge of their important contents. The books assigned for the next three years are the following: The Sir Roger de Coverly Papers; Goldsmith's Vicar of Wakefield; Carlyle's Essay on Burns; Scott's Ivanhoe; Lowell's The Vision of Sir Launfal; Tennyson's The Princess; Shakespeare's The Merchant of Venice and Julius Cæsar; Coleridge's The Ancient Mariner; George Eliot's Silas Marner.

In addition to this list a certain number of books are prescribed for thorough and specific study. In the case of these, the student will be examined on the subject mat-

ter, literary form and the system of thought. The books prescribed for this part of the examination are:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Lycidas*, *Il Penseroso* and *Comus*; Burke's *Speech on Conciliation with America*; Macauley's *Essays on Milton and Addison*.

In addition to the above the candidate is expected to present a careful study of the history of English and American Literature.

2. Mathematics.—Algebra one and one-half units and Geometry one unit.

(a) **ALGEBRA.**—This should include the following subjects: Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations, theory of exponents, and the analysis and solution of problems involved in the treatment of these elements.

(b) **ALGEBRA.**—This course should embrace a careful review of the previous work in this subject, and a thorough study of radicals, simultaneous quadratic equations, ratio and proportion, binominal theorem and logarithms.

(c) **GEOMETRY.**—Plane and Solid. In plane geometry special emphasis is placed upon the ability to use propositions in the solutions of original numerical exercises and supplementary theorems.

In solid geometry special attention should be given to the geometry and the sphere. Applications to the solution of original problems are emphasized.

3. History.—No definite course is prescribed in this subject, but the required units may be made up of the following: The History of Greece and Rome, or ancient and Medieval History; the History of England and the History of the United States.

These requirements imply in each case the use of a good standard text-book, and training in the use of works of reference, and some knowledge of historical geography.

4. **Civics.**—The study of this subject should represent such an amount of work as is generally furnished by any good high school text-book. It should include a careful study of the Constitution of the United States, its history and interpretation, and the relations existing between state and federal institutions.

5. **Latin.**—FIRST YEAR'S WORK.—Such an acquaintance with the rudiments of the language, inflections and elements of grammar, as are generally found in an introductory Latin book, together with the ability to read easy stories and fables.

SECOND YEAR'S WORK.—Four books of Cæsar, or its equivalent, together with composition work based on the text read.

THIRD YEAR'S WORK.—Six orations of Cicero. Ability to write Latin based on the text. The historical references and the fundamental principles of Latin syntax.

FOURTH YEAR'S WORK.—Six books of Virgil, with implied history and mythology. The study of prosody and the scansion of hexameter verse.

6. **Greek.**—First Year's Work.—The elements of the language as given in any good beginning book, and one book of Xenophon's *Anabasis*, or its equivalent. Familiarity with grammatical forms and principles.

SECOND YEAR'S WORK.—Two additional books of the *Anabasis*, and three of Homer's *Iliad*, or their equivalents, together with an amount of Greek prose composition equal to one exercise per week for one year.

7. **German.**—First Year's Work.—Elementary grammar together with an amount of reading of easy prose, or narrative, of not less than 150 pages.

SECOND YEAR'S WORK.—This should include the study of the syntax of cases, use of the subjunctive and infinitive modes, modal auxiliaries and practical constructions. An additional amount of reading of standard selections equal to about 250 pages. Prose composition.

8. **French.**—First Year's Work.—Effort should be concentrated upon such an elementary course as will give the student a reading knowledge of the language. This should include careful training in correct and easy pronunciation, and some familiarity with the essentials of grammar.

SECOND YEAR'S WORK.—A review of grammar and the introduction of composition. The reading for the year should embrace selections from representative authors, such as furnish a general outline of the character of French literature.

(a) **PHYSIOLOGY.**—This subject should embrace instruction in anatomy, histology and physiology of the human body, and the essentials of hygiene. Martin's *The Human Body*, Briefer Course, indicates the scope and character of the work required. The text-book should be amplified by the use of charts and models.

(b) **PHYSICS.**—The course in Physics should represent an amount of work equal to that given by such a text-book as Carhart and Chutes. Laboratory practice should accompany the use of the text-book. The student's Laboratory note-book will be considered as a part of the requirements.

(c) **CHEMISTRY.**—The instruction must include both text-book and laboratory work. A careful record of lab-

oratory experiments should be kept, and must be presented in evidence of actual work accomplished. Such elementary text-books as Williams', or Remsen's Introduction to the Study of Chemistry indicate the scope of the work required.

(d) ZOOLOGY.—The work presented in Zoology should extend at least through one semester and consist of a careful study of the structure, habits and life histories of representative animals. Especial attention should be given to the development of accurate observation and ability to draw correctly in laboratory note-books.

(e) BOTANY.—This course should cover the elements of plant structure and physiology, and the life histories of types from the main groups of plants. The knowledge should be derived to a large extent from a study of the objects and should include the ability to classify and name the more common species. Note-book and herbarium collections should be presented.

COURSES OF STUDY.

Outline of Course for A. B. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or French	4	4
Greek, or German	5	5
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

Greek, German, or French	4	4
History	3	3
Zoology and Botany	4	4
Political Science, or Language	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Physics, or Language	4	4
Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

Philosophy	4	4
Science and Philosophy of Religion	3	3
Sociology	2	3
Education or Constitutional and Interna'al Law	3	3
Astronomy	4	—
Ethics	—	3
Bible	1	1

COURSES OF STUDY.

Outline of Course for B. S. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
French, or German	5	5
Zoology	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

French	4	4
Botany	4	4
Mathematics	3	3
Chemistry	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
Physics	4	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

Biology or Philosophy	4	4
Organic Chemistry or Science and Philosophy of Religion	3	3
Sociology	2	3
Education or Constitutional and Interna'al Law	3	3
Astronomy	4	—
Ethics	—	3
Bible	1	1

COURSES OF STUDY.

Outline of Course for B. L. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
German	5	5
French	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

German	4	4
French, or Political Science	4	4
History	3	3
Zoology and Botany	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Psychology and Logic	4	4
Physics, German, or French	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

German, or French, or Philosophy	4	4
Science and Philosophy of Religion	3	3
Sociology	2	3
Education or Constitutional and Interna'al Law	3	3
Astronomy	4	—
Ethics	—	3
Bible	1	1

ACADEMY.

THOMAS FINKBEINER

Principal.

The main purpose of this school is to prepare students for college. The work has recently been more definitely organized and placed under the special supervision of a principal. The aim is to provide the most favorable conditions for the pursuit of preparatory study. Persons expecting to enter college will generally save time by attending a good preparatory school, as its courses are arranged with special reference to college work. And young men and women of maturer years can frequently by earnest and faithful application complete the requirements for admission in less time than is necessary for younger pupils. The close connection with the college affords peculiar advantages, and renders the transition to the college less abrupt than is the case in coming from a separate preparatory school.

The preparatory courses offered extend through four years each, and cover the usual requirements for admission prescribed by the best American colleges. The successful completion of any one of these courses admits to the corresponding course in college without examination.

Applicants for admission to this department should be at least thirteen years of age, and must have such proficiency in the elementary English branches as to enable them to pursue successfully the work outlined in these courses.

For the purpose of accommodating such persons as cannot enter the regular preparatory courses, or may be able to attend only a part of the year, classes will be formed in the common branches each term, as follows:

FALL.	WINTER.	SPRING.
English Grammar.	English Grammar.	English Grammar.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	Geography.
Reading and Spelling.	Reading and Spelling.	Reading and Spelling.

ACADEMY COURSES.

I. Classical.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin Beginning	5	5
Mathematics, Algebra	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Caesar	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

Latin-Cicero, or Greek	4	4
Physics	4	4
Mathematics-Geometry	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

Latin }	4	4
Greek }		
German }	5	5
Medieval and English History	4	4
English Literature	4	4
Bible	1	1

ACADEMY COURSES.

Scientific.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or Greek	5	5
Mathematics, Algebra	5	5
History	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Caesar, or Greek	5	5
Mathematics-Algebra	2	2
Physiology	2	2
Zoology and Botany	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, French, or Latin	5	5
Mathematics-Geometry	4	4
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German, or French	5	5
Chemistry	4	4
History	4	4
English Literature	4	4
Bible	1	1

ACADEMY COURSES.

Modern Languages.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin	5	5
Mathematics	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Caesar	5	5
Mathematics-Algebra	2	2
Physiology	2	2
Ancient History	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, or Latin	5	5
Mathematics-Geometry	5	5
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German	4	4
French	5	5
Medieval and English History	4	4
English Literature	4	4
Bible	1	1

GERMAN COURSE.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
German Grammar	5	5
American History and Civics	4	4
Mathematics, Algebra	5	5
First Year English	4	4
Bible	1	1

SECOND YEAR.

German Grammar and Authors	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2.
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German Rhetoric	4	4
Physics	4	4
Geometry or Greek	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German Literature	4	4
History of Germany and Philology	4	4
Psychology and Logic, or Zoology and Botany..	4	4
Chemistry	4	4
Bible	1	1

DEPARTMENTS OF INSTRUCTION.

Psychology, Philosophy and Education.

Psychology.—This course undertakes a thorough and scientific study of the functions and phenomena of consciousness, as known through introspection and experimental investigation. It includes a careful study of the structure and functions of the nervous system, and aims to give the student a systematic acquaintance with the powers of the mind, their limitation and order of development. The psychological basis of ethics and theism is carefully pointed out and the bearing of this subject on the problems of education is duly noted. Lectures on special phases of mental life supplement the use of text-books.

Baldwin's Handbook of Psychology; Ladd's Psychology, Descriptive and Explanatory; Stout's Analytical Psychology, Sully's The Human Mind and Angell's Psychology are the text-books.

Experimental Psychology. The course in general Psychology is followed up by a course in experimental psychology in which the generally accepted conclusions of psychology are subjected to a careful experimental test. The purpose of the course is twofold, on the one hand, to familiarize the student with laboratory methods as used in the study of psychology and, on the other, to train him in making introspection.

The experiments are based upon Seashore's Elementary Experiments in Psychology, Meyer's and Titchener's Experimental Psychologies.

Abnormal Psychology.—This subject is principally taught by lectures, and aims to present an outline study of abnormal states of consciousness. It offers an exposi-

tion of the physical and mental conditions of such phenomena as dreams, somnambulism, hypnotism, illusion, hallucinations, spiritualism and kindred forms of mental pathology. The course is designed to supplement the work in general and advanced psychology, and to suggest to the student a method for the investigation and interpretations of these mysterious phenomena.

Logic.—The aim of this course is to give the student a thorough knowledge of the principles of deductive and inductive reasoning. In Deductive Logic attention is chiefly directed to the study of the forms of thought, the analysis of the syllogism, the detection of fallacies, and the estimation of evidence. In Inductive Logic the problem, grounds and principles of the various forms of induction are discussed, and care is taken to familiarize the student with the methods of scientific investigation and discovery.

Hibben's Deductive and Inductive Logic, Hyslop's Elements of Logic, Aikin's Principles of Logic, Davis' Elements of Deductive and Inductive Logic are used as text-books.

ETHICS AND PHILOSOPHY.

Introduction to Philosophy.—This course furnishes a general outline of the scope, divisions and aims of Philosophy. It is designated to introduce the student to the methods and problems of Philosophical study, and to guide him in forming habits of close analysis and original synthesis in dealing with the problems of human thought. First semester of the Senior year.

Fullerton's, Stuckenberg's and Paulsen's Introduction to Philosophy are used as text-books on this subject.

History of Philosophy.—The student of this subject begins with a brief survey of the development of philosophical thought in Greece. Special emphasis is laid upon Plato and Aristotle as illustrating the most important and interesting phases of ancient philosophy. In modern philosophy attention is principally paid to the systems of Kant, Fichte and Hegel. The course aims to acquaint the student with the progress of human thought, but also exhibits the relations of philosophical doctrines of practical life both personal and social. First semester of the Senior year.

The text books used are: Roger's History of Philosophy, Fairbank's First Philosophers of Greece, Zeller's Handbook of Greek Philosophy, Royce's Spirit of Modern Philosophy, Windelband's History of Philosophy and Calkin's Persistent Problems of Philosophy.

Epistemology.—This course aims to inquire into the nature and conditions of formal truth in connection with the study of advanced logic. It investigates the equipment of the mind for logical operations, and their validity for the knowledge of reality. Thought is regarded as an organic activity which unfolds from within. The history of thought is traced, and the views of the more important thinkers are critically examined for the purpose of developing a constructive doctrine of thought and knowledge. Second semester of the Senior year.

The text-books are: Bowne's Theory of Thought and Knowledge, Ormud's Foundation of Knowledge and Ladd's Philosophy of Knowledge and Pillsbury's Psychology of Reasoning.

Metaphysics.—In addition to the study of Philosophy as connected with the other branches of this department, one term is devoted to Metaphysics. This course embraces

Ontology, Cosmology and Psychology. The aim is to deepen the interest in the profounder themes of philosophy, and to vindicate a theistic and Christian Philosophy from the misconception to which it is constantly exposed. The more important philosophical questions now at issue among speculators receive due consideration, and the results of recent critical discussions, together with comments, are interspersed with daily recitations. Second semester of the Senior year.

Bowne's Metaphysics, Ladd's Philosophy of Mind, Lotze's System of Philosophy and Ladd's Theory of Reality are the text-books.

Ethics.—This subject is treated as intimately connected with the study of psychology and philosophy, since its foundations lie in the human soul. The various types of the ethical theory in ancient and modern philosophy are critically examined and the metaphysical implications carefully considered. While keeping to the philosophical basis, the aim is throughout to make the instruction practical by showing the application of ethical problems to the diversified relations of the concrete duties of life. Second semester of the Senior year.

The text-books on this subject are: Seth's Ethical Principles, Bowne's Theory of Ethics, Paulsen's System of Ethics and Dewey and Tuft's Ethics.

Philosophical Readings.—This course pre-supposes a Knowledge of Psychology, Logic and the general history of Philosophy. It is intended for students who wish to specialize in philosophy. Readings will be assigned from the modern philosophical writers for the purpose of understanding the different positions taken in the more recent history of thought, such as Rationalism and Empiricism, Monism and Pluralism. Absolutism and Pragmatism. The

class work will be largely supplemented by lectures and free discussions.

Child Psychology.—A course will be offered in Child Psychology for the special purpose of discovering the true nature of the child, its instincts, its ideals as well as its particular needs. The work aims to trace the development of the child out of the original instincts into a rational personality. It is especially adapted to teachers, ministers of the gospel and will be offered as a course in education.

The Psychology of Adolescence.—This course investigates the period of life when the ideals suddenly enlarge, when the youth becomes unsettled in his beliefs, and all life takes on different aspects. It aims to study the forces at work upon unfolding consciousness and to master the best methods for directing them so that the youth may be established in safe principles of life. This course presupposes a course in general psychology. President Hall's "Youth" is the principal text-book.

EDUCATION.

The purpose of this department is to acquaint the student with the history of educational efforts and progress; to establish him in the psychological and philosophical foundations of education, and to prepare him for the work of rational instruction. The course extends through an entire year, and presupposes a thorough acquaintance with history and general psychology.

History of Education.—The work begins with a historical survey of educational theories and practice from the time of the ancient Greeks to the present. The early Christian Schools, the significance of Scholasticism, the Renaissance and the Reformation are carefully studied.

Attention is, however, chiefly directed to the most important problems, suggested by the labors of educational leaders and reformers; and their contributions to the science of education.

Seeley's History of Education, Kemp's History of Pedagogy, Monroe's History of Education, and Boone's Education in the United States are used as text-books.

Philosophy of Education.—The aim of this course is to inquire into the facts of education and their implications. Education in its broadest sense is regarded as a world-process which is intimately related to the history of civilization. But it has also a temporal aspect, under which the mind unfolds and reveals its inner nature. The problems of genetic psychology receive careful attention; and the fact that education is a process of self-realization through self-activity is constantly emphasized.

The text-books used are: Horne's Philosophy of Education, Rozenkranz's Philosophy of Education, Kant's Educational Theory and Henderson's Education and the Larger Life.

Science and Art of Teaching.—This subject is an application of the principles of education to the art of teaching. Psychological facts are considered as the basis; and the laws of mental development are regarded as illustrating the most favorable conditions of intellectual growth. The actual needs of the teacher are constantly kept in view. The application of general principles to the method of teaching special branches, particularly those of the high school curriculum, serves to make this course entirely practical.

Horne's Psychological Principles of Education, Bagley's Educative Process, Compayre's Lectures on Teach-

ing, Putman's Manual of Pedagogics and McMurray's Method of Recitation are used as text-books.

School Management.—School supervision and management is the particular branch pursued during the third term. It includes a study and discussion of the essential elements of a good school; the hygienic conditions of the schoolroom, and the various problems that arise in the organization of the work, and the government of the school. It is intended to meet the requirements of teachers for schools of different grades.

Arnold's School and Class Management, Bagley's Classroom Management, Dutton's School Management, Seeley's New School Management and Roark's Economy in Education are the text-books. Thorndike's Principles of Teaching.

BIBLICAL LITERATURE.

The Bible.—The study of the Bible extends through the entire College and Preparatory Courses, classes meeting once a week. The course is systematic and progressive, and aims to acquaint the student with the historical facts of the Old and New Testament Scriptures, and the truth and principles of Christianity as taught by Christ and his apostles. The relation of the Bible to general history is carefully pointed out, and its influence upon the world, as a supernatural revelation is duly recognized. While no attempt is made to teach a dogmatic system of belief, attention is constantly directed to the profound significance of this study for religious culture and the development of the best type of character.

Christian Evidences.—This subject deals with the fundamental facts of Christianity and the various arguments in proof of its claims. This course embraces the

study of the nature and aim of Christianity, the miracle, the person of Christ, the authenticity, the genuineness and credibility of the Gospels, the testimony of the apostolic and patristic ages, and the effects of Christianity on human life and character. The method pursued is both historic and philosophical, and aims to bring to the mind of the student the Christian system as in harmony with nature and the dictates of reason, and as having the highest claims upon human acceptance. Second semester of the Senior year.

Fisher's *Grounds of Theistic and Christian Belief*, Robinson's *Christian Evidences* and Harris' *Self-Revelation of God* are used as text-books.

Natural Theology.—This subject treats of the existence and character of God, as these may be known from reason and nature. It assumes that nature bears the impress of the Creator, and that this is discoverable by reason. The results of scientific investigation and discovery are recognized and utilized so far as they bear on the subject. The insufficiency of the teaching of nature in regard to moral and religious truth is pointed out, and the mind directed to an appreciation of the divine revelation furnished by the word of God. First semester of the Senior year.

Valentine's *Natural Theology*, Flint's *Theism*, Peabody's *Christianity and Science*, Fisher's *Manual of Natural Theology* and Kirn's *Religion a Rational Demand* are the text-books.

Philosophy of Religion.—This course is designed to investigate as thoroughly as possible the rational grounds of religious faith and life. The foundations and the logical value of the theistic argument are critically examined, and the relation of theism to Christianity is carefully pointed

out. The principal anti-theistic theories are noted, and emphasis is laid upon the fact that the theistic conception meets and harmonizes the demands of the free intelligent spirit and constitutes the solution of the universal problem. Second semester of the Senior year.

The text-books used are: Bowne's Theism, Cairds' Philosophy of Religion, Harris' Philosophical Basis of Theism, Fraser's Philosophy of Theism, Schultz's Outline of Christian Apologetics and Flint's Agnosticism.

HISTORY.

The aims of this department are: (1) to present a clear and comprehensive view of "the course of human events" from the dawn of civilization to the present time; (2) to chart the main features in the pilgrimage of those Western Peoples from whom we derive our own civilization; (3) upon this foundation, to construct the framework of our own national history; (4) to review the career of those peoples of the "Greater Orient" who are now coming into the main current of history; (5) to awaken the hitsorical imagination of the student and to develop in him a keen sense of cause and effect in the affairs of human life; (6) to furnish the necessary historical background for the profitable study of literature and the social sciences.

The text-book and library methods are supplemented by the lecture method with such use of source material as is consistent with the above aims. Analytical outlines, chronological charts and sketch maps are also required.

ACADEMY.

American History and Civics.—Four hours, first and second semester, first year. The study of history

should begin with the present and the familiar, then proceed to the remote and the past. Only so can it be made to yield the most fruitful results for the beginner. This course, therefore, furnishes the natural starting point for the American student, explaining as it does the institutions with which he is already familiar.

Ancient Oriental, Greek, and Roman History.—Four hours, first and second semesters, second year. This course traces the origins and early development of our civilization, down to its overthrow by the Barbarian Invasions of the Roman Empire.

Mediaeval History of Europe.—Four hours, first semester, fourth year. Traces the decline of Western European culture and civilization; the conflict of Christendom with Heathendom and Mohammedanism; the revival of Western Europe; the rise of modern states; the rebirth of Western Civilization.

History of England.—Four hours, second semester, fourth year. Traces the Anglo-Saxon Invasion of Roman Britain; the rise of the English nation; the Norman Conquest; the development of the English constitutional State; the colonial expansion of England; the long struggle for civil and religious liberty; formation of the British Empire.

COLLEGE.

Modern European History.—Three hours, first semester, Sophomore year. Traces the development of European civilization through the Reformation and the Thirty Years' War; the development of Absolutism and rise of benevolent Despotism; outbreak of Revolution and rise of Democracy.

Politico-Economic History of the United States.—

Three hours, second semester, Sophomore year. Intended as a preparation for the scientific study of Economics and Politics. This traces the progress and inter-relations of the political, industrial, commercial, financial and agricultural interests of the country.

The Constitutional History of the United States.—

Alternates with above. Traces the influence of English Constitutional development, the Colonial and State models; the Critical period of experimentation; the Formation, Defense and Progressive Interpretation of our federal and State constitutions.

Historical Development and Civilization of the "Greater Orient."—Intended to familiarize the American student with our new neighbors on the Pacific, and prepare him for the intelligent consideration of the new questions that have entered into American politics.

THE SOCIAL SCIENCES.**ECONOMICS, POLITICS AND SOCIOLOGY.**

The aim of the department will be to give the student a general knowledge of the Principles, the Literature, and the Practical Applications of the distinctive Social Sciences. The ideal of education as training for social efficiency is kept steadily in view and it is purposed to make the department, so far as possible, a School of Citizenship and Applied Christianity.

The thorough mastery of an outline text-book, supplemented by further study of special topics by the lecture, the library, and the laboratory methods, is the program prescribed for all classes in the department. The presence of students from all sections of North America adds

greatly to the interest of the classroom discussions in these subjects.

Introduction to the Study of Society.—Two hours, first semester, Senior year. A concrete study of the origin, growth, structure and functions of the local society or community, as a basis of abstract scientific thinking about familiar social facts, as an inductive method of approach to the special social sciences, and as a means of emphasizing their essential unity in an integral social process.

The Elements of Political Science.—Four hours, first semester, Sophomore year. An examination of the nature of the State including the ideas of Sovereignty and Civil Liberty); the structure and functions of Government in general; and some account of national politics and international diplomacy.

American Government and Politics, Municipal, State and National.—Four hours, second semester, Sophomore year. A detailed study of the American Political System in its principles and practical operation. The rights and duties (with special emphasis upon the *duties*) of Citizenship in a Republic; the ideal of Efficient Democracy as the goal of political development; and current questions in Practical Politics, are included in this subject.

The Principles of Economics.—Four hours, first semester, Junior year. A study of what constitutes Value and how it is produced, maintained, increased or diminished in accordance with the natural laws of Business Enterprise and of human capacity for enjoyment. The immutable conditions of material welfare; the artificial restraints and obstacles interposed; the ideals of Democracy in Industry and Social Justice in economic legislation;

and the true economy of all industrial resources, including that of human life, are the principal topics covered.

Constitutional Law.—Three hours, first semester, Senior year. A comparative study of the constitutions of the four leading countries of the world. Includes a close, logical analysis of the forms of government; the construction and operation of the several parts of the constitution; together with an exposition of the principles and tendencies of each. An excellent discipline in political reasoning.

International Law.—Three hours, second semester, Senior year. This subject comprises an historical and critical study of the international relations of sovereign states, and a discussion of the principal rights and obligations which civilized nations have come to observe in their relations and intercourse with one another. It is of the utmost importance to those who are to participate, directly or indirectly, in moulding public sentiment or shaping the policy of our government, towards other nations.

Outlines of General Sociology.—Three hours, second semester, Senior year. Traces the development of Sociological Theory, including the Structural and Functional Types of Descriptive Analysis of Society; the Psychological and Teleological Interpretation of Social Phenomena; the relation of Sociological Method to Social Reform; and attempts to formulate for solution in the light of the foregoing survey, the practical problems of modern society.

GERMAN LANGUAGE AND LITERATURE.

. The aim of this department is to meet the wants of both German and English speaking students.

The German course requires reading, spelling and writing—German and English—English grammar, arithmetic and geography as preparatory studies. The course judiciously combines English and German studies throughout, including three year's work in English language and literature. American History and the various scientific and mathematical branches of the course are all taught in English. The other studies are taught in German and aim to furnish the student with a thorough knowledge of the German language and literature—special attention is paid to grammar, composition, rhetoric and literature. A course of lectures supplements the text-book on rhetoric and a very critical study is made of classic masterpieces of literature.

The work in English, together with special instruction in elocution and oratory, lays a good foundation for an English education and prepares the student for public speaking, which is the aim of most of those who pursue this course. Students completing this course may receive a diploma; and such as wish to enter upon a regular college course will be admitted to the Freshman class without examination.

The German required in the regular College Courses affords students an opportunity to acquire a thorough scientific and practical knowledge of the German language. To secure this result the so-called grammatical and natural methods are judiciously combined. The student is led naturally but systematically to acquire a sufficient working vocabulary, a knowledge of the grammatical construction and idioms of the language, and of the best German literature by translation, sight-reading and lectures. To secure the highest practical results, the German language is made as far as practical, the medium of all in-

struction, and regular exercises in conversation and composition are required throughout the entire Course.

Students speaking the German language are advised to pursue regular German studies instead of translations, as many years as may be required in their College Courses.

FRENCH LANGUAGE AND LITERATURE.

The course in French extends through three years and aims to give the student such practical knowledge of the language as will enable him to appreciate its literature and prepare him for broader fields of study. During the first year attention is chiefly directed to the mastery of pronunciation, the acquisition of a working vocabulary and a knowledge of the essential principles of grammar. Easy prose selections are read and supplemented by written exercises based upon the text read. Memorizing of short French poems is required. Oral exercises and dictation are added to accustom the ear to the sound of the language.

During the second year grammar is reviewed and work in original composition is introduced. The reading for the year embraces selections from representative authors and aims to furnish a general survey of French literature. Private reading in addition to class-room work is encouraged and tested by oral and written examinations. The relation between French and cognate languages is pointed out and utilized for training in the principles of philology. Memorizing and dictation exercises are continued. In order to make the work of this department as practical as possible the French language is used in the recitation room as far as practicable.

The work of the third year is devoted chiefly to the study of modern literature and the practical use of the

language. Larson's *Historie de la Litterature Francaise* serves as a guide. French conversation and composition receive constant attention, the aim being to lead the student to an easy and correct use of the language. Collateral reading will be encouraged and the student will be required to prepare an abstract in French of what he has read.

LATIN LANGUAGE AND LITERATURE.

The chief aim in the first year of Latin is to acquire a good working vocabulary and a knowledge of forms and the easier constructions.

In the second and third years, in connection with the reading of Cæsar and Cicero, frequent exercises in composition based on the text are required and special attention is given to comparison of Latin and English idioms.

The fourth year is given to the study of the first six books of Virgil's *Aeneid*, with attention to the structure of the verse and practice in scanning.

The study of Latin extends through five years, including preparatory work. In addition to the authors read in the preparatory course, selections are made from the best writers of the Golden and Silver age—Livy, Horace and Tacitus.

Sight reading is continued; and written translations and historical, critical and explanatory papers are from time to time required.

Elective courses provide an opportunity for such persons as desire to specialize in Latin to continue the study for two additional years.

GREEK LANGUAGE AND LITERATURE.

The studies of this department extend through four years.

During the first year a thorough mastery of inflection, with the use of accents and the ordinary grammatical constructions is required.

During the second year special attention is given to Greek syntax and idioms.

The following is the scheme of study:

First Year.—Goodwin's Grammar and White's Beginner's Greek Book.

Second Year.—Selections from Anabasis, Hellenica and New Testament, Goodwin's Moods and Tenses and Pearson's Prose Composition.

Third Year.—Selection from Herodotus, Homer's Iliad and Odyssey, Plato's Phædo, or Crito.

Fourth Year.—Sophocles' Antigone, Demosthenes' Oration on the Crown, or selections from other authors.

An additional year of Greek may be elected by anyone who desires to continue its study. History, Geography and Archæology as related to the various subjects and countries, receive proper attention, and throughout the course it is the aim of this department to contribute its share to the development of the highest grade of scholarship.

ENGLISH.

ACADEMY.

The study of literature constitutes an important part of a liberal education. It introduces the student to the

companionship of great and noble minds, and aims to give him a clear conception of the beauty and force of the great masterpieces that give dignity to language. The appreciative contact with the noblest works of the best writers cannot fail to have an inspiring and refining influence upon the thought of the student, and to contribute to the acquisition of a natural and effective use of language in speaking and writing.

First Year English.—After a thorough study of Grammar, this course supplies a long-felt need, in preparing the way for Rhetoric. Its aim is to make clear the relations of words, phrases and clauses in the sentence already formed, and help the student shape his own thought into vigorous, well knit idiomatic English. This subject also shows the historical connections between present usage and earlier construction. Its plan is to correlate English syntax with that of other languages, which the first year student is beginning. In composition the exercises are analytic and constructive, thus leading to a clearer apprehension of the interdependence of syntax and composition, and a fuller survey of the subject as a whole in its essential unity.

Scott and Denney's Elementary English Composition is used as text, classes meeting four times a week.

Elementary Rhetoric.—One year is devoted to the study of Elementary Rhetoric, classes meeting four times a week. The course embraces a careful study of the principles and rules of punctuation with their application; instruction in the choice of words, the elements of style, figures of speech, structure of sentences and forming of paragraphs. The work is made as practical as possible by requiring written exercises in addition to the study of the text-book. The aim of these exercises is to emphasize the

points presented in the text, more especially to provide for frequent drills in oral composition. This course is introductory to Freshman Rhetoric.

Scott and Denney's Composition and Literature is used as text-book.

American Literature.—This course takes up the history of American Literature, the product of a part of the English people under new geographical and political conditions. It is essential, therefore, that the student be thoroughly acquainted with both English and American political, social and literary history. He must know what the environments of our literature are; and what are the relations between cause and effect, between the Saxon mind in England and the Saxon mind in America.

One year is devoted to this subject and comes in the Academy course, third year. In connection with a text-book, many standard productions, both poetry and prose, are critically analyzed in class. Besides this, the student is required to pursue a course of reading and prepare written exercises such as reproductions, critiques and reviews of several standard prose works. These exercises are carefully criticised by the teacher and some are read and discussed before the class.

Newcomer's text-book is used, besides a number of classics and other noted works of reference. Classes meet four times a week.

Elementary English Literature.—This course includes a thorough study of the logical development of English Literature and a brief survey of the general character of its different periods. Special attention is paid to representative authors. A text-book serves as a guide in the study, but this is supplemented by copious selections from English masterpieces. This course is governed by "Col-

lege Entrance Requirements in English." In the study of these masterpieces the student becomes acquainted with the style of different authors. Besides closely and critically analyzing a number of the standard works, collateral reading is required; and written exercises, biographical and critical, upon these authors, are read and discussed in class. The course extends through one year in the Academy, classes meeting four times a week.

The Making of English Literature by Crawshaw is the text used. English classics and other standard works of reference, such as Pancoast's History, are freely used.

ENGLISH.

COLLEGE.

Freshman Rhetoric.—It is the aim of this course to set forth clearly and forcibly the essential working principles that underlie all effective writing and speaking. Rhetorical theory is supplemented by an abundance of practical illustration, theme-writing, class discussion and individual criticism. Special attention is given to the four forms of discourse, Description, Narration, Exposition and Persuasion. Lectures, Text-books and individual conferences. Two texts are used: Baldwin's "Composition, Oral and Written" and Genung's "The Working Principles of Rhetoric"; the former as the basis of classroom discussion, the latter for reference.

Freshmen, First Semester; four hours a week.

Freshman Rhetoric.—In this course the study of rhetorical theory is continued and the principles which govern the construction of the sentence, the paragraph, and the composition as a whole are further illustrated and applied. A careful study is made of the thirty-eight honor

orations edited by Professors Trueblood, Caskey and Gordon for the Northern Oratorical League. Two orations are required from the young men; and one oration and a declamation from the young women. The second half of the semester is devoted to the study of Argumentation and Debate. Some practice is afforded in analysis, brief-drawing and oral presentation. Texts "Winning Speeches", Trueblood, Caskey and Gordon; and, "Practical Argumentation" Pattee.

Freshmen, Second Semester; four hours a week.

The Short Story.—Here the student makes a completer study and application of the principles of narration, one of the four forms of discourse found in course I. A prescribed list of short stories is read out of class and reported upon, typical stories are read and discussed in class, and much original work is required of each student. Lectures and Individual conferences. Text: "Writing the Short-Story" Esenwein.

Sophomore, First Semester; two hours a week.

Literary Criticism.—This course is designed to give definiteness and delight to literary study, and to guide the student of Literature in making critical estimates. The purpose of the work is to present, not the vast body of critical theory but only those methods and principles which appear to be the most useful to the student in cultivating an intelligent appreciation of literature. Interesting material for intensive study and class-room discussion, in addition to the text-book, is provided by a series of Ten Critical Essays written by Hazlitt, Carlyle. Macauley, Thackeray, Newman, Bagehot, Pater, Stephen, Morley and Arnold. Texts: "Nineteenth Century English Prose" Dickinson and Roe, "Principles of Literary Criticism" Winchester.

Sophomore, Second Semester; two hours a week.

English Poetry.—The purpose of this course is to introduce the student to the technique, and the asthetic character of English verse, and to show the true nature of poetry as an art and as a social force. The study is not made too theoretical or technical, but is concerned with those things only which every educated person should know of the structure of English verse and its subject matter. Texts: "Forms of English Poetry" Johnson. Book of specimens to be announced.

Juniors, First Semester; two hours a week.

Fiction.—This course is concerned, not with the origin and development of the novel, nor with contemporaneous fiction, but with the "body of doctrine" governing the Art of fiction. A study is made of purpose in fiction, of plot and plot development, of character, characterization and dialogue, of setting, of denouement, and of the relation which the novel bears to other forms of literature and to the life of man. The aim of the work is to lead the student to an appreciative reading of worthy fiction. Lectures, and specimen analyses of model novels are given by the instructor, and carefully worked out analysis of at least one standard novel is required of each student. Texts: "A Study of Prose Fiction" Perry. "The novel, What Is it" Crawford.

Juniors, Second Semester; two hours a week.

Shakespearean Drama.—The technique of the drama is given in lectures. The following plays are studied: Love's Labour Lost, Richard III., Romeo and Juliet, As You Like It, Othello, King Lear, Antony and Cleopatra, Coriolanus, Tempest. Papers on assigned topics are read and discussed in class.

Given in 1912-1913. This course alternates with course in Fiction.

PUBLIC SPEAKING.

This department is designed to teach Oratory as an Art based upon the laws of nature. The aim is to develop the entire man, to cultivate harmoniously the body, mind and soul, and to enable him to use the full measure of his powers before an audience.

Every great speaker possesses an individuality distinct from that of any other speaker. The individuality of the student is therefore of great importance. He is trained not by fashioning him after a certain model, or by making him a slave to arbitrary rules, but by quickening and developing all the intellectual faculties, cultivating the imagination, deepening and guiding the emotions, freeing and disciplining all his powers of expression and then leaving him unhampered with his own temperament. The student is not to be an imitator of his teacher. The aim is to develop "artists, not apes; personality, not actors."

COURSES OF INSTRUCTION.

In addition to the following courses of study, private work in the various branches of the Art of Expression is offered.

Public Speaking.—Here at the outset, the mental requirements for speaking are emphasized. The basis of effective speaking is shown to be clear and orderly thinking. Thought—expression precedes all considerations of technique. This study furnishes a basis for subsequent work in formal oratory, debate and extempore speaking
Given every year.

Text: "Public Speaking"—Shurter. Lectures.

Principles of Elocution.—Now the work is at once more technical and more practical. It is more technical in that the student masters a more advanced text, and more practical in that he is required to apply in his declamation work before the class the principles gathered from the text. Constructive, positive, encouraging criticism is given by both the class and the instructor. Given every year.

Text: "Practical Elocution."—Fulton and Trueblood.

Extemporaneous Oratory.—This course is designed to give the amateur speaker facility in outlining a subject, clarity of thought, skill in marshalling material and effectiveness in properly presenting, on short notice, thoughts previously gathered. It aims to develop the logical acumen, the analytic as well as the synthetic qualities of the learner. Each student is required to make several extemporaneous addresses before the class, on subjects assigned by the Instructor. The address is criticised as to form and substance, arrangement, literary value, and thought; and the speaker, as to his directness, simplicity, earnestness, impressiveness and forensic deportment. Given every year.

Texts: "Extemporaneous Oratory"—Buckley; "Extempore Speaking"—Shurter.

Argumentation and Debate.—This work is designed to serve not only as a stepping-stone to successful debating, but also, and more especially, as a training in the habits of accurate thinking, fair-mindedness and thoroughness, as well as lucid, exact, interesting expression. Frequent debates, preceded by briefs, are a part of the work of the class. These debates are criticised before the class as to substance and form—thought, arrangement,

use of evidence, rebuttal tactics, literary form and delivery. Given every year.

Text: "Argumentation and Debating."—Foster.

Effective Speaking.—Effectiveness in respect to Delivery is not studied in connection with this course. It is a study of the rhetoric, logic, and the great psychological principles that govern success in speech. This is the most advanced course offered. Given every year.

The following courses will be given if elected by ten or more students.

1. Philosophy of Expression.
2. History of Oratory.
3. Psychology of Public Speaking.
4. Oratorical Composition and Delivery.

Private Instruction.—Those students who feel the need of training for the removal of defects of speech and those who desire to fit themselves for work in professional reading and lecturing may obtain special private instruction at the following rates:

Single lessons, one hour	\$ 1.50
Twelve lessons, forty-five minutes each.....	12.00

MATHEMATICS.

The study of mathematics aims to develop the power of clear and consecutive reasoning, to form habits of exact and accurate expression, and to prepare for the pursuit of higher technical work and scientific research. It therefore justly holds a prominent place in the College curriculum.

ACADEMY.

Algebra.—One and one-half years are devoted to the study of the Elements of Algebra. Special emphasis is

placed upon the elementary forms of analysis which supplement the work in Arithmetic and furnish the medium for the prosecution of advanced subjects in this department.

Geometry.—Plane Geometry is taken up in the first semester of the fourth year in the Preparatory department. Wentworth's Plane and Solid Geometry is used as text-book. Nicety and exactness of statement will be insisted upon, so that the study of this subject may benefit the student's language as well as improve his knowledge of Mathematics.

Solid and Spherical Geometry.—This subject taught in the winter and spring completes the work required in mathematics for admission to the Freshman class. But in addition to the text-books a large number of original exercises and problems are given in order to cultivate skill and power in applying principles and methods already learned, and to develop in the student a thorough mastery of his own work and resources.

COLLEGE.

College Algebra.—This subject is studied in the first semester of the Freshman year, and completes the work in Algebra. Beginning with a review in Quadratics, the course includes a thorough study of the Theory of Equations, Binomial Theorem, Series, Determinants, etc. The theory and use of Logarithms receives special attention.

Plane and Spherical Trigonometry.—Trigonometry is offered in the second semester of the Freshman year. The text used is Bauer and Brooke's. A thorough mastery of the essential principles of the subject is required, and a large number and variety of exercises and examples are

given in order to develop skill and judgment in applying principles.

Analytic Geometry.—This course is arranged for the first semester of the Sophomore year and is required in the Scientific course, but elective in the other courses. The work embraces the study of the Point, Straight Lines, Circles, Loci, Parabola and a fuller treatment of Conic Sections. Numerous exercises and problems are added and a thorough work is insisted upon as a means of securing the best mental discipline.

Advanced work in Plane Analytics and Solid Analytic Geometry may be elected in the second semester of the Sophomore year.

Surveying.—This subject is required in the Scientific course. Hodgman's Manual serves as text-book. The chief aim in this study is to familiarize the student with the ordinary operations and computations of surveying and leveling. Sufficient work is required to enable the student to understand the various instruments and to use them with facility. Calculus may be substituted for Surveying.

Differential and Integral Calculus.—This course may be elected in the Junior year. The aim is to make this a practical and interesting study. The course includes a thorough study of the principles and their applications in the solution of the various classes of problems. Osborne's text is used. Electives are also offered in advanced Calculus or Determinants.

General Astronomy.—The aim of this study is to give the student a comprehensive knowledge of the general

principles and theories of the heavenly bodies: their distance, motions and mutual relations; their form, dimensions and constitutions; the theories regarding their origin and the latest and best methods of investigation.

The constant purpose is to create within the student a deep and abiding love for the subject and to broaden his mental horizon. This work is offered during the first semester of the senior year. Advanced work may be elected. Young's Manual is the text.

PHYSICS.

ACADEMY.

Elementary Physics.—This course extends through one year and corresponds in grade to the work usually offered in secondary schools. Those who enter it should have a working knowledge of the metric system and the elements of algebra. Recitations, demonstrations before the class, problems, and carefully correlated laboratory work make the course interesting, practical and thorough. Students are required to perform fifty quantitative experiments which are carefully recorded and submitted to the instructor for criticism. Millikan and Gale's text-book and Manual are used in this course.

COLLEGE.

General Physics.—The work of this course extends through two semesters and presupposes such knowledge of the subject as Elementary Physics aims to furnish. Considerable time is given to the working of problems and to the discussion of those fundamental laws and principles which underlie the science. The historical development of

the subject, as well as the contributions made by prominent investigators of the present day, receive special attention. During the first semester Mechanics and Heat are studied; Sound, Light and Electricity are taken up during the second. Class room work is supplemented by lectures and demonstrations, and by a Laboratory Course in quantitative determinations. The experiments required are selected with a view to develop thought power and to stimulate interest in the subject. In addition to the required work, students are encouraged to read recognized authorities along lines suggested by the instructor.

Crew's General Physics and Ames and Bliss' Course of Experiments serve as text-book and laboratory guide.

Physical Measurements.—The aim of this course is to establish an intimate and vital connection between the theory of physics and experiments in the laboratory. It is open to all students who have completed a course in General Physics such as is offered in Northwestern College and who have the necessary mathematical preparation. Precision of measurements and careful determination of physical constants are emphasized throughout the course. The time required for this course will vary with the demands and needs of the individual student.

CHEMISTRY.

ACADEMY.

Elementary Chemistry.—This course is designed to furnish an introduction to chemical theory, to the use of symbols, formulæ and equations; and to a practical knowledge of the elements and their more important compounds. It extends through one year and counts for four hours, two hours being spent in recitation and four in the labor-

atory each week. It is open to all students in the preparatory department, and is required of all expecting to enter the scientific course. Henderson's Elementary Chemistry and Experiments are used as text-book and laboratory manual.

COLLEGE.

General Chemistry.—This course is intended for students desiring to complete the Philosophical and Classical Courses and who have not had a course in Elementary Chemistry. It extends through the Junior year, two hours per week being spent in the recitation room and four hours per week being devoted to laboratory work. In the first semester the study is mainly of acid forming elements; in the second semester the metals and some of the more important organic compounds are studied. This is a strong course and meets in an admirable manner the needs of those who desire a general knowledge of the facts and methods of Chemistry. Newell's College Chemistry is used as text-book. Laboratory work is taken from Smith's Manual.

Advanced General Chemistry.—This course is intended for Scientific students who have had one full year of chemistry and is in every respect a very strong course. In addition to the work usually studied in General Chemistry, considerable time is devoted to the consideration of the physical-chemical theories and their relation to chemical phenomena. Recitations are held twice a week throughout the year and a minimum of four hours laboratory work is required although more time may be profitably spent on the work outlined for the course. Smith's General Inorganic Chemistry and Laboratory Manual are used in this course.

Qualitative Analysis.—This course is required of students who desire to complete the Scientific Course. It extends through one semester, eight hours per week being spent in the laboratory. The study of the bases is first taken up. The student deals for the first few weeks with known compounds and by lecture, recitation, and laboratory work, is led to familiarize himself with the distinguished characteristics of the various groups, sub-groups and separate elements. He is then directed to deduce a scheme of analysis which will enable him to discover and identify the basic elements. Unknown solutions are next taken up; first those which are comparatively simple, later those which are more complex. Acid analysis is studied and developed in a similar manner. The latter part of the course is spent in analyzing minerals, alloys and complex mixtures of various kinds. Newth's Manual of Chemical Analysis is used in this and the following courses. This course alternates with Organic Chemistry. Will be offered in 1911-'12.

Quantitative Analysis.—This course extends through one semester of the Junior year. It consists of laboratory work with lectures on laboratory methods and individual instruction at the students desk. Besides systematic work in gravimetric and volumetric analysis, it includes the quantitative determination of a graded series of compounds. The choice of substances will be governed by the interest or needs of the student, the aim to secure a thorough knowledge of the subject and to develop the judgment by careful attention to the details in the application of means to ends. Will be offered in 1911-'12.

Organic Chemistry is offered alternate years and is open to students who have completed a course in Gen.

eral Inorganic Chemistry. The course extends through the year two hours per week being devoted to lectures and recitations four hours per week to laboratory work. Will be offered in 1912-'13.

Geology.—Since Geology depends upon so many other sciences for its comprehension, it is appropriately placed in the second semester of the Junior year. The text-book used is Brigham's Geology; and LeConte's Elements and Dana's Manual are recommended for additional reading. Field work is done as much as possible; our locality affording special facilities for observation of drift deposits. Mineralogy is taken up in connection with Geology one hour a week. Talks are given on composition of minerals, crystallography, etc., etc., and about fifty minerals are studied and determined by their external characteristics.

BIOLOGICAL SCIENCE.

ACADEMY.

Physiology.—The object of this course is to give the student a general knowledge of the structure and functions of the various organs of the body in their normal conditions. Enough anatomy is given to render the physiological discussions intelligible, and enough of hygiene to guide to an intelligent care of the body. Demonstrations illustrating the subject accompany the study. Walker's Physiology is used as text-book. Advanced work in this subject is provided in the Junior year of the Scientific course, Martin's Human Body being the text-book.

Elementary Botany.—This course aims to furnish an introduction to the scientific study of plant life. Begin-

ning with the simplest forms, representative types are selected for careful analysis, including a study of the structure, nature and growth of plants. Practical work in analysis and classification is required, and adds greatly to the interest and value of the study. Bergen's Elementary Botany is the text-book.

Elementary Zoology.—This course gives the student an introduction to the study of animal life. Specimens illustrating distinct types are used as much as possible. Observation of the life and habits of local species is encouraged. In the class room Davison's Practical Zoology is followed as text. Laboratory exercises two hours per week are required throughout the semester.

COLLEGE.

General Botany.—This course runs through one semester and is intended for students in the Classical and Philosophical courses. Bergen and Davis' Principles of Botany is used as text. Laboratory work two hours a week is required in which the principal types of Cryptogamous and Phanerogamous plants are studied, as well as the structure and tissues of the higher plants. Field work is also required. Students are expected to study, classify, press and mount 60 specimens, of which 30 are also to be carefully described. Material from the College Herbarium is constantly used to illustrate the subject.

Advanced Botany.—This course is open only to such as have had preparatory training in Botany and is required of students of the Scientific course. The course runs through the year and consists of text study and recitations; laboratory work two hours a week for the year;

field study of such types as may be found in the vicinity of Naperville; and the study of herbarium construction and classification. For the recitation, Atkinson's College Botany or some equivalent text is used. In the laboratory, the compound microscope will be freely used in the study of type plants and their structure. The student is required to collect, press and neatly mount 100 specimens, and correctly arrange them in Order covers, and 40 specimens are to be accompanied by carefully written descriptions. The College Herbarium of over 30,000 specimens will be constantly used to furnish illustrative material.

General Zoology.—This course is more extended and advanced than the last but does not necessarily require any previous study of the science. It is intended for students of the Classical and Philosophical courses. Linville and Kelly's General Zoology is followed as a text-book. Specimens from the College Museum are constantly used to illustrate species under discussion. In the Laboratory the most important animal types are studied. Observation of the habits and life history of the animals to be found in our vicinity is encouraged as much as possible.

Advanced Zoology.—Students taking this course are required to have an elementary knowledge of the science. This course is required in the Scientific course and is recommended to all others who expect to make the teaching of Biology a life work. The classification of animals is studied more carefully and thoroughly than in the other courses. Recitations will be based on Hertwig's Manual of Zoology as a text-book or on some other text of equal standing. Laboratory work extends through the year and all the important types of animals are studied. The compound microscope is frequently used. The student is ex-

pected to collect, preserve and carefully classify 50 specimens of animals as found in this locality.

Advanced Biology.—This course is offered in the Senior year of the Scientific course, and presupposes such proficiency in biological study as the prescribed work of the preceding years may be assumed to have furnished. The first semester is devoted to the microscopic investigation of the structure of plant cells, and various vegetable forms; and the second to the nature and physiology of animal life, together with the activities and diversities in typical forms, the distribution of animals and their adaptation to geographical environment. The formal class-room instruction is supplemented by individual laboratory work, and the results are reported in written form. Careful instruction in Microscopic technique is given throughout the year. The student is expected to learn the best methods of killing and fixing tissues imbedding in parafin, sectioning, staining and mounting several media. This course is of special value to teachers of Biology.

SCHOOL OF COMMERCE.

A. C. GEGENHEIMER,

Principal.

The purpose of this department is to provide for a thorough business education. The regular commercial studies may be completed in one year, but persons deficient in the common English branches will require two years. The aim is to give the student a clear and practical knowledge of the Science of accounts and all com-

mercial transactions. The plan of the work is broad and liberal, thorough and complete, and embraces all the principles and the varied details from the simple idea of debit and credit to the most complex and intricate computations. The work is so practical that it cannot fail to be of greatest value to every student, whatever his pursuit in life may be.

Its connection with a literary college gives the department many important advantages. Commercial students are in daily contact with the students of the college and receive the benefit of all those literary stimulations that prove so helpful in the pursuit of knowledge. They have free access to the College library and reading room, and may enter any College class for which they are properly prepared.

Book-Keeping.—This study embraces the theory of accounts by Single and Double Entry. The first term is devoted to elementary work during which the student becomes familiar with Day-Book and Journal entries, opening and closing the Ledger, making Trial Balances, Financial Statements, and the various forms of Inventories, Bills, Discounts and Premiums. The second term advanced work in Book-keeping and Banking is taken up. The student is required to work in books and forms as used in Wholesale, Retailing, Commission, Shipping, Railroading, Partnership and Manufacturing. The practical work of this term is performed in connection with offices fitted up for this purpose.

Commercial Arithmetic.—In the study of this subject attention is especially directed to Interest, Bank Accounts, Trade Discounts, Stocks, Bonds, Insurance, Partnership, and Equation of Accounts. It is intended to give the

student thorough knowledge of all forms of Arithmetics bearing upon commercial transactions.

Commercial Law.—In this branch careful instruction is given on the following subjects: Contracts, Negotiable Papers, Agency, Partnership, Corporations, Payments, Liens, Interest and Usury, Bailment, Guaranty and Surety, Real Estate Conveyance and Settlement of Estates. A text-book is used but frequent lectures are added to supplement the work.

Commercial Geography.—This subject is taken up during the Spring term, and aims to furnish a general survey of the development of industry and the expansion of commerce in the civilized countries of the world. The production and distribution of the principal articles which enter into American trade are studied with special care. The instruction is based upon the use of a text-book, but supplemented by class-room discussion.

Actual Business Practice.—This is one of the special features of the course. Here business is transacted on the actual business plan which brings into practice the theories and the principles daily taught in the class-room. The Department is furnished with Banks, Commission and Wholesale Houses, and all the appliances necessary to acquaint the student thoroughly with actual business operations.

Penmanship.—Classes in Penmanship are formed every term. Careful and systematic instruction, and painstaking practice enable the student to acquire not only a thorough knowledge of the theory of the art, but also ability to rapid and graceful execution. Weekly drills in writing Letters, Notes, Receipts, Drafts, Orders, Checks, etc., accompany the work in Penmanship.

Special Drill Exercises.—Special exercises in Business Correspondence, Drawing up of Contracts, Leases, Deeds, Mortgages; and the various forms of Commercial Papers continue throughout the course.

All papers and books are carefully inspected by the Teacher, and errors are marked and the forms of correction suggested. But the student is in every case required to make the correction himself, and copy all work and manuscript in which errors, blots or erasures occur.

Extra Studies.—Commercial students are entitled to one extra study in any department of the College in addition to the Commercial Course without extra charge, except in Music and Art.

Admission.—Applicants for admission to the Commercial Department must possess a good common school education. The business world of to-day requires not only a knowledge of commercial branches, but also a thorough general education. Graduates from high schools will, upon presenting their diplomas, be admitted without examination. Persons not having completed some regular preparatory course, are expected to pass an examination in the common English branches: Reading and Spelling, Arithmetic, Grammar, Geography and United States History. Such as are not ready for the business course, will be advised to enter the Preparatory Department of the College.

Course of Study.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Book-Keeping	Book-Keeping	Book-Keeping
Commercial Arithmetic	Commercial Law	Commercial Geogr'hy
Penmanship	Penmanship	Penmanship
English	English	English
		Quick Figuring

Time Required.—A student properly prepared can complete the studies usually required in a commercial course in six months, although his work will always be more thorough and satisfactory if he takes nine months. Students may enter at the beginning of either of the Fall or Winter term, but they are earnestly advised to enter in the Fall, at the opening of the school year, if possible.

Diplomas.—Students, who satisfactorily complete either the six months or nine months' course and pass the required examination, receive a diploma.

SHORTHAND AND TYPEWRITING.

The Commercial Department offers also superior advantages for the study of Shorthand and Typewriting. The great demand for Reporters and Amenuenses makes this a very popular course. The instruction is thorough and gives special attention to system, speed and accuracy. The Electric System of Shorthand is taught, and the Underwood typewriter is used. The principles of Shorthand can be completed in one term, but the regular course requires three terms. The work in Typewriting usually requires the same length of time.

EXPENSES.

Tuition for the Commercial Course, not including Shorthand, Typewriting and Ornamental Penmanship:

First Term	\$12.00
Second Term	12.00
Third Term	9.50
Incidentals, including gymnasium fee	8.00
Diploma	2.00

TUITION FOR SINGLE STUDIES.

Penmanship alone, per term	\$ 3.00
Ornamental Penmanship, per term	3.00
Shorthand, per term	3.00
Typewriting, first term	10.00
Typewriting, second term	5.00
Book-Keeping, one term	6.00
Commercial Law, one term	3.00

Expense for board, room rent and fuel, see "Rooms and Boarding."

SCHOOL OF MUSIC.

FACULTY.

J. ALBERT ALLEN, JR.

Director of School of Music.

Piano, Organ, Theory and Harmony.

HENRY C. SMITH, A. M.

Vocal Music.

RUTH K. SPEICHER.

Voice Culture.

History of Music.

Conductor of Glee Clubs and Chorus.

J. FREDERICK FEHR.

Violin.

Conductor of Orchestra.

GENERAL STATEMENT.

The Department of Music forms an integral part of the College and is under the same government and discipline. But its immediate interests and specific work are under the supervision of the Director of the School of Music. The purpose of the School is to provide opportunities for obtaining a good musical education under the auspices of a Christian institution. The general plan of the work is the same as that of the best American schools of music. The courses of study are thorough and comprehensive, and the methods of instruction are along modern lines. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of manhood and womanhood. The intimate connection of the school with other departments of the college presents to the student opportunities of pursuing musical and literary studies at the same time. And such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual, aesthetic and moral culture.

Instruction is offered in Piano, Pipe Organ, Violin, Voice Culture and Choral Singing, as also in theoretical courses, including Harmony, Counterpoint, History of Music and Musical Theory. The work in each branch is pursued systematically, but the time required for its completion will depend upon the ability of the student. In all departments pupils will be advanced as rapidly as their work may justify.

The theoretical courses are open as electives to college students who have received the Sophomore year, and possess such musical ability as will enable them to pursue

these courses with profit. Full credit will be given for work in Harmony, History and Theory of Music in making up the requirements for the bachelor's degree. The election and substitution of this work is, however, in all cases subject to the approval of the faculty.

COURSES OF STUDY.

The work of the several departments is arranged in two courses, as follows:

1st. **The Teacher's Certificate Course**, designed for the training of teachers, covers four grades of work. Students completing this course and having good grades in the common English branches, are entitled to a teacher's certificate.

2nd. **The Diploma Course**, intended to furnish a thorough musical education, embraces the range of subjects, both practical and theoretical, usually taught in the best schools of music. Students completing this course and possessing literary attainments equal to a good high school education, receive a diploma.

PIANO DEPARTMENT.

An idea of the work required in the Teacher's Certificate may be obtained from the following outlined studies, extending through four grades.

First three grades.—Instruction in the correct position and use of the fingers, hand, wrist and arm with exercises and scales for correct touch; all major and minor scales in octaves, thirds and sixths, parallel and contrary motion. Triad arpeggios in all forms and positions. Other special technical exercises which may be needed by any student. Octave playing begun. Studies selected from the follow-

ing list or an equivalent, according to the needs of the pupil. Studies for earliest grades by Le Couppey, Duvernoy, Gurlitt, Köhler, Loeschorn and Vogt.

Loeschorn Op. 65.

Köhler Op. 242.

Heller Op. 47 and 46.

Biehl Op. 139.

Czerny Op. 636.

Berens Op. 61.

Krause Op. 2. (Trill Studies.)

Bach-Faeltton Ten easiest pieces.

Bach Small preludes and fugues.

Bach Two-voiced inventions.

Solo pieces and duets suitable for these grades by standard composers.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—Additional technical work as required; greater velocity inscales and arpeggios, and scales in double thirds at moderate speed. Studies selected from the following list or an equivalent, according to the needs of the pupil.

Cramer-Bülow. Selected Studies.

Bach Three voiced inventions.

Czerny Op. 740.

Clementi-Tausig Gradus ad Parnassum.

Solo pieces by Beethoven (at least three sonatas).

Schumann, Chopin, Mozart and Mendelssohn, and modern composers. Ensemble work will also be required, such as pieces for two pianos, violin and piano, or accompaniment of songs and arias.

Besides the actual study of piano all candidates for certificate will be obliged to attend a free course of lectures on musical pedagogy and concert deportment. Special stress is not laid on concert performance in this course but all pupils are expected to appear in the public recitals.

The fourth grade usually requires a little more than a year, depending on the natural talent of the pupil and the amount of daily work.

ADDITIONAL WORK REQUIRED FOR DIPLOMA.

One year's work on selections from the following studies.

Clementi-Tausig Gradus ad Parnassum.

Bach Well-Tempered Clavichord.

Moscheles Op. 70.

Chopin Etudes.

Works by the standard composers for public performance, a concerto to be performed in public, and one public recital to be given alone.

VOICE DEPARTMENT.

In this department great care is taken to give the pupil a correct method in the use of the voice. The aim is so to train and develop the voice and comprehension of the student as to enable him to become an intelligent and expressive singer. Purity and sweetness of tone is an attainment which every student should earnestly labor to acquire.

Teacher's Certificate Course.—First three grades. Special attention is given to breathing, voice placing, formation of vowels, correct intonation and attack. Exercises by the teacher designed for the special needs of each

student with the Siebert, Abt, and Randegger vocalises form the basis of the work. The Concone Fifty Exercises and Marchesi Elementary Exercises are then taken up. Songs from the classic romantic and modern periods are studied and complete the requirements of these grades.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—The completion of this course requires an additional year of study, after the preparatory work has been finished. Special attention is given to phrasing, expression and interpretation. Songs of Schumann and Schubert and arias from standard authors are included in the work of the year.

Candidates for the Teacher's Certificate in Voice must be able to play accompaniments on the piano and read vocal music at sight.

Diploma Course.—This course requires one year's work in addition to the Teacher's Certificate course. Exercises in vocalization, Chromatic scales, and selections from the more difficult studies in vocal technic are included in this grade of work.

VIOLIN DEPARTMENT.

FIRST GRADE OF VIOLIN COURSE.

Methods of Hermann, Sevcik, Schradiech, Kayser from the basis of the work of this year. Easy solos and duets in the first position.

SECOND GRADE.

The work of the second year includes a study of the positions as outlined by Hermann and Sevcik, Technic by

Schradieck and Sevcik and Mazas Etudes and Dont Preparatory Studies to Kreutzer. Solos suitable to this grade.

THIRD GRADE.

Kreutzer's Etudes with the Art of Bowing by Kross as a supplement. Technical Studies of Sevcik and Schradieck. Solo work to suit this grade. Pupils in this year are also permitted to take up chamber music. They will have instruction and practice in trios and quartettes and are expected to play in the College Orchestra.

PIPE ORGAN.

The College has a fine large pipe organ, and also a beautiful two manual reed-pipe organ, both of which are available for study and practice by the pupils of the School of Music. The pipe organ is justly considered the grandest of all musical instruments, capable of producing effects that are incomparable for beauty and grandeur of tone. The opportunities for study in this department are unsurpassed except in the largest cities.

But it being a difficult instrument to master, an organ course should not be begun until a good degree of piano technic has been acquired. The second grade of that course should, as a rule, be completed before entering upon a course in pipe organ.

The work begins with exercises in pedal practice, hymn playing and elementary registration. Whiting's and Dunham's organ schools, and easier pieces for the organ furnish the material for the first year's study.

The second year's work continues the study in registration. Buck's studies in Pedal Phrasing and polyphonic

studies and pieces by Bach and others indicate the general range of the work for the year.

In the third year attention is especially devoted to the study of solo playing and work intended to prepare for position as church organists. Mendelssohn's Organ works, Bach Fugues, and compositions by Guilmant, Batiste, Du-Boise and others are used during the year.

HARMONY.

Harmony is an essential part of a musical education, and is necessary for the proper understanding of the structure of music. No person aspiring to become an intelligent musician can afford to be without a knowledge of the principles of harmony and the laws of musical form and structure. The full course leads to original work in musical compositions. Elementary Harmony extends through three terms.

First Term.—All keys and scales, intervals, triads, chord connections, simple part writing, seventh chords.

Second Term.—Inversions of seventh chords and progression, modulation.

Third Term.—Altered chords, augmented chords, suspensions, harmonizing given soprano. The text books used for reference are by Chadick, Goetschius, Foote and Spalding.

Advanced Harmony extends likewise through one year, but can only be taken by students who have successfully completed the course in Elementary Harmony. The work consists of a careful review of the seventh chords, altered chords, augmented chords, and suspensions, etc., together with the figured chorale, harmonizing florid melodies, original work and an outline of single counterpoint.

This course is required of all candidates for a diploma in Piano, Voice or Violin.

THEORY OF MUSIC.

Theory treats the numerous subdivisions of musical knowledge not included in Harmony and History. It embraces acoustics, notation, sound perception, the tempered scale, the orchestra and its instruments, musical rhythms, embellishments, musical forms and musical terms. It is a most important branch of study, including as it does, so many points of practical value to the student. The subject is taught by lectures, supplemented by textbooks by Elson, Goetschius and Pauer, twice a week for one year.

HISTORY OF MUSIC.

This course embraces the study of the general development of music from ancient to modern times and extends through one year.

First Term.—Early traces of Music before the Christian era, early Christian music, Polyphonic music and schools, Luther's reformation and the Renaissance.

Second Term.—Development of dramatic music: Italian, German and French Opera; the Oratorio, Classical and romantic periods.

Third Term.—History of piano-forte, organ, violin, Biographies of the great masters; works of the composers and arguments of the great operas. Text books by Mathews, Baltzell and Dickinson used for reference.

Pupils may select any one or more of the above courses; but candidates for Teacher's Certificate must complete the four grade course in Piano, Voice or Violin to-

gether with one year of Theory, Harmony and History. Candidates for Diplomas must take in addition one year of Harmony—advanced course.

VOCAL MUSIC.

Singing Classes.—Classes in musical notation and sight singing are organized each term. The instruction, while elementary, is thorough, and aims to furnish opportunities for the cultivation of tone qualities and the development of musical appreciation. The work is of special value to persons who expect to teach in public schools, or who may wish to prepare for conducting choir and chorus singing. Classes meet twice a week.

Public School Music.—Musical instruction has become such an important part of public school instruction courses, and the demand for teachers capable in this line of work so great, that it has been deemed wise to offer courses of study for those desiring to fit themselves for public school positions. The course offered for those expecting to teach music in the grades extends through one year and has for its object the development of artistic singing, fluency in sight-reading, accuracy in ear training, the more practical phases of theory and the rudiments of harmony. The instruction is given in classes meeting three times a week and continuing through the three terms of the year.

First Term.—In order to acquire technical skill without sacrificing the musical spirit, songs are first learned by note and attention is given to the spirit and movement, enunciation, phrasing and tonal quality. The same songs are then taken up in solfeggio (do, re, mi) thus introducing the study of intervals, pitch and rhythm with sight-reading.

Second Term.—The work in ear training, sight-reading and rhythm is continued and the rudiments of harmony are introduced.

Third Term.—Chord progression continued; practical work in melody writing and harmonization of same. Song analysis and interpretation of school songs, part songs and classical songs.

A second course is planned for such as desire to become Music Supervisors which requires two years additional study. The work includes private lessons in Voice, the study of Harmony and History of Music.

GENERAL INFORMATION.

Students may enter at any time, but are advised to enter at the opening of the term.

The time required for the completion of any one of the regular courses in music will depend upon the student's ability, daily practice and previous work in music. The outlines indicate the time required in most cases.

Students not wishing to complete a regular course may select such branches as meet their requirements, provided they are prepared to pursue them profitably. Such students are however subject to the same regulations as those in the regular courses.

Tuition is payable in advance at the Treasurer's office of the college. No deduction will be made for absence from lessons, except in cases of protracted sickness, when the loss will be shared equally with the student.

Students are not allowed to teach music while pursuing their studies, without special permission from the Faculty. No student of the college is expected to take

lessons in music except under the direction of the teachers of music.

Student musical organizations, such as Glee Clubs, Quartettes, Orchestra or Bands are under the supervision of the college Faculty. No organization shall be formed without the consent of the Faculty; and students deficient in their class work will not be allowed to become members of such organizations. No concerts or public entertainments shall be planned by any regular or voluntary organization without permission of the Faculty.

TUITION.

Piano, Violin or Voice:

Two lessons per week, Fall term, fourteen weeks.....	\$20.00
Winter or Spring term, twelve weeks each	18.00
One half hour lesson per week, Fall term	11.00
One half hour lesson, Winter or Spring term	10.00
Pipe Organ, per lesson	1.00

Harmony:

Two lessons per week, Fall term 14 weeks.....	\$ 9.00
Two lessons per week, Winter and Spring terms, 12 weeks each	8.00

Theory or History:

Two lessons per week, each, per term	\$ 5.00
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Public School Music:

Three lessons per week, Fall term	\$ 9.00
Three lessons per week, Winter or Spring term	8.00

Singing Classes, Elementary or advanced:

Per term	\$ 1.50
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RENT OF INSTRUMENTS.

Piano:

One hour daily, per term, Fall term	\$3.00
Two hours daily, per term, Fall term	4.00

Three hours daily, per term, Fall term	5.00
Four hours daily, per term, Fall term.....	6.00
Five hours daily, per term, Fall term	7.00
One hour daily, per term, Winter or Spring term	2.50
Two hours daily, per term, Winter or Spring term.....	3.50
Three hours daily, per term, Winter or Spring term.....	4.50
Four hours daily, per term, Winter or Spring term.....	5.50
Five hours daily, per term, Winter or Spring term.....	6.50

Pipe Organ:

One hour daily, per week	\$ 1.00
Metronome, per term .....	.25
Diplomas	5.00
Certificates	2.00

SCHOOL OF ART.

LYDIA D. SMITH,

Teacher of Art.

This department offers superior advantages in the various branches of study usually taught in first-class Art schools. It is in charge of one who is an accomplished teacher and an artist of recognized ability. In the preparation for her chosen profession, she studied not only with some of the foremost American teachers, but spent also some time under the instruction of such European masters as Henry Henshall, R. A., of London, and Osip Linde, of Paris. The eminent qualifications of the instructor make the work of the department exceptionally strong.

The object of the department is to give a thorough training in the principles of Art, fitting students for teaching, or the further pursuit of these studies for mental culture or an artistic career. The chief aim is to lay a thorough foundation for seeing and observing nature, and to develop a sufficient dexterity of hand to enable the pupil to apply this useful and beautiful accomplishment in practical life. The courses are arranged for students having other studies in the college as well as for those able to devote all their time to this work.

The connection with the college is an advantage of great value to the student since it enables him to pursue regular college studies in connection with his work in Art. Thorough training in Art work in connection with suitable literary culture lays a broad foundation for teaching Art, and for a professional career.

Students will be advanced as they progress individually, not being confined to any branch for a specified length of time. The instruction of the department is based upon the methods employed in the best Art Schools.

The work begins with drawing from the flat in charcoal, crayon and pencil, proceeding to drawing from still life, the antique and the living model, and painting in oil and water colors. Students must register and secure term cards from the Treasurer before they can begin their lessons, and lessons must be completed in the term for which the student has registered.

TUITION.

Drawing from the Flat in Pencil, Pen and Ink:

Two lessons per week, Fall term, fourteen weeks.....	\$16.00
Two lessons per week, Winter or Spring term	14.00
One lesson per week, Fall term	9.00
One lesson per week, Winter or Spring term	8.00
One lesson per week, in class	5.00

Drawing from Still Life, the Antique, and Living Model in Charcoal:

Two lessons per week, Fall term	\$18.00
Two lessons per week, Winter or Spring term	16.00
One lesson per week, Fall term	10.00
One lesson per week, Winter or Spring term	9.00

Painting in Water Colors:

Two lessons per week, Fall term	\$20.00
Two lessons per week, Winter or Spring term	18.00
One lesson per week, Fall term	11.00
One lesson per week, Winter or Spring term	10.00

Painting in Oil:

Two lessons per week, Fall term	\$22.00
Two lessons per week, Winter or Spring term	20.00
One lesson per week, Fall term	12.00
One lesson per week, Winter or Spring term	11.00

China Painting:

Two lessons per week, Fall term	\$22.00
Two lessons per week, Winter or Spring	20.00
One lesson per week, Fall term	12.00
One lesson per week, Winter or Spring	11.00

GENERAL INFORMATION.

DESIGN AND CHARACTER OF THE COLLEGE.

The object of the Institution is to provide for the liberal education of the young men and women who may be entrusted to its care and instruction, and to direct them in securing the best preparation for the different spheres and avocations of life.

The College is not sectarian, but it aims to be decidedly Christian in theory and practice, and to apply Christian principles and methods in all its departments. As the best results of educational effort are conditioned upon the symmetrical culture of heart and mind, the Institution ever recognizes the development of moral character as an essential part of its work. While endeavoring to inspire and encourage a vigorous intellectual activity, the faculty desires and aims to foster a healthy Christian life and spirit which shall permeate and crown the entire institution.

METHODS OF INSTRUCTION.

It is the aim of the Institution to keep its standard fully up to that of the best American colleges, and its methods of instruction in harmony with the most enlightened views of education. These methods will naturally vary with the subject, and proficiency of the student, but the aim is the same in every department of the College—mastery of the subject and encouragement to independent and original investigation. Recitations based

upon an intelligent use of text-books hold a large place in the daily work. Lectures are frequently introduced to elucidate and illustrate the various subjects of investigation. Freedom of discussion and questioning by the students accompany both methods.

The laboratory system is employed in all departments in which it is practicable.

PHYSICAL CULTURE.

Opportunities for systematic physical training are provided for both ladies and gentlemen, and a certain amount of work is required of all students, not specifically excused by the Faculty. The physical needs of each person are carefully considered, and appropriate exercises for the improvement of health and physical well-being are recommended in each case. The work is under the supervision of a resident director, who aims to counsel and aid every student to the fullest possible extent. Students are required to provide themselves with gymnasium suits and shoes.

In addition to the work of the gymnasium, provisions are also made for outdoor sports and exercises. For the purpose of encouraging and guiding the interests in these, the students maintain an Athletic Association, which aims to systematize and unify all the physical activities of the institution. The management of this organization is vested in a Board of Control, consisting of officers of the Athletic Association, representatives of the four college classes and members of the faculty. All physical exercises, whether indoors or outdoors, are under the general supervision of the Physical Director.

EXAMINATIONS.

At the close of each term, or whenever any branch of study has been completed, examinations are held, either oral or written, as the faculty may deem most suitable.

Absence from examinations, except for reasons of absolute necessity, will be regarded as a serious delinquency. If circumstances require a student to leave before regular term examinations, he may apply to the Faculty for the privilege of a private examination. If granted the applicant shall pay a fee of \$1.00 for each examination.

In case the student has permission to make up studies in absentia an examination fee of \$2.00 will be charged for examinations covering the work running through the semester in the college or academy.

A student failing to obtain a grade of seventy per cent. in any subject will be required to take that course again, or pass a satisfactory examination therein. No standing in scholarship will be given except as the result of an examination or its equivalent.

Special examinations for the accommodation of such students as may design to enter any of the departments of the institution, or such as may have failed to pass in some branch at the regular examinations, are held on the day before the opening of each term.

STANDING.

A careful record is kept by the Faculty, both of the scholarship and deportment of each student.

The standing in scholarship is made up from examinations and the daily record in the class, each being considered of equal weights, on a scale of one hundred.

Students permitted to take an examination, without having had the regular exercises during the term, will be credited with a daily record of sixty-five per cent. in determining their standing in that study.

Information concerning the progress and conduct of a student will be sent to parents or guardians whenever it may be requested, or when in the judgment of the Faculty it may be necessary.

DEGREES.

Bachelor's Degrees.—A Bachelor's degree either of Arts, Science or Letters, is conferred upon such students who have satisfactorily completed at least one hundred and twenty-eight semester hours of the work as outlined in the respective courses, and eight semester hours of Bible. In order to be entitled to a Bachelor's degree, a student must have spent at least one academic year in attendance at this institution.

Master's Degrees.—The degrees of Master of Arts, Master of Science, and Master of Letters will be conferred upon corresponding bachelors under the following regulations:

1st. Before being recommended for the Master's degree the candidate must have received the corresponding bachelor's degree from this college or some other institution recognized as being of equal rank.

2nd. Any graduate from this college may become a non-resident candidate for the Master's degree, but cannot receive it earlier than two years after his graduation; and must give satisfactory evidence that he has done work in an approved course of study amounting to thirty-two semester hours. In evidence of the work done the candidate will present a syllabus of the works studied or pass

an examination before a committee of which the professor at the head of the department in which his major work is done is a member. If he is enrolled in a professional school, he may present credits amounting to the requirement for graduation from that school.

3rd. If the candidate is a bachelor of another institution he must be in residence at least one year and do work under the direction of the faculty amounting to thirty semester hours.

4th. In all cases the candidate must present a thesis on an approved topic pertaining to his major subject. The thesis must be presented to the registrar not later than the first of May. It must contain at least five thousand words and embody the results of careful research.

It must be printed or typewritten, in prescribed form, and one copy must be furnished the library of the college for public inspection. It must contain a table of contents, and a complete list of the works consulted.

FEES FOR GRADUATE STUDENTS.

Students who wish to become candidates for Master's degrees must enroll with the Registrar not later than the fifteenth of December preceding the June in which they expect to receive the degree. The fee for enrollment will be five dollars. The fee for examination as well as for the review of each syllabus and the thesis will be two dollars. An additional fee of five dollars is charged in each case for a diploma.

GOVERNMENT.

The discipline of the institution is mild but firm. It is the aim of the Faculty to exercise a parental and moral

supervision over the conduct and character of the students. Such relations between students and teachers are cultivated as will inspire mutual respect and confidence. Students are presumed to be ladies and gentlemen who will respect themselves and the authority of the College. A high sense of honor and truthfulness is inculcated and maintained.

Among the things required of every student are a regular and punctual attendance upon all exercises prescribed by the College, and a diligent and faithful improvement of the hours set apart for study. Improper conduct of any kind, and neglect of college duties will not be tolerated. The specific purpose of college training, the development of a noble scholarly character in the student, is constantly kept in view. The institution will not harbor persons of idle or dissolute habits. Whenever in the opinion of the Faculty students are guilty of a course of conduct which is detrimental to themselves or injurious to the standing and reputation of the College, they will be dismissed or expelled from the institution.

LEAVE OF ABSENCE.

Every student is expected to be present at the opening of the term and to remain until its close. No student is allowed to be absent from College without special permission of the Faculty. The time appropriated to vacations and holidays is believed sufficient for the purpose of rest and relaxation from study.

Since absence from examinations, commencement, or any other period of the year, can only have an injurious effect upon the standing and proficiency of the student, the Faculty earnestly requests, that parents or guardians

will in no way encourage or even sanction such absence without most urgent reasons. Any student leaving without permission before the close of the term, cannot re-enter until he has made satisfactory amends to the Faculty.

RELIGIOUS EXERCISES.

Devotional services, consisting of reading the Scriptures, singing and prayer, are held daily in the College Chapel, at which the students are required to be present.

Students are also required to attend public worship and Sunday-school on the Sabbath at one of the churches in the city. Students are allowed to attend such places of worship as they, or their parents or guardians may select; but they will be expected to attend some one church regularly, unless specially excused.

Many social religious meetings are held each week, which students are invited to attend. These facilities afford ample opportunity for Christian growth and work.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association, organized in 1873, is the second oldest organization of its kind in the state. The object of the Association is to promote growth in Christian life and fellowship, and to carry on definite Christian work among students of the institution.

For the purpose of holding its meetings the Association has a commodious and beautiful hall, which has been set apart for its special use. It also maintains a reading room supplied with standard periodicals and leading magazines of the day. It is altogether well organized for efficient work, and exerts a very salutary influence upon the young men of the College.

The Young Women's Christian Association, organized in 1875, also the second oldest Young Ladies' Christian organization in the state, has for its aim and object Christian work among the lady students of the institution.

At the opening of each semester, committees of these Associations, appointed for this purpose, meet all trains to welcome new students and to aid them in securing rooms and boarding places.

Receptions are held by both Associations during the first week of the new term for the purpose of facilitating acquaintance with the new students, and assuring them of the friendly interest that will be taken in their spiritual welfare.

READING ROOM.

The reading room under the supervision of the Y. M. C. A., is provided with a large number of periodicals, secular and religious, as well as a good collection of leading magazines of the day.

The Periodicals are:

WEEKLY PERIODICALS.

Literary Digest.	Lafollete's.
Independent.	National Prohibitionist.
Outlook.	The Concert Goer.
Scientific American.	Sunday School Times.
Colliers.	Weekly Globe and Canadian Farmer.
Harper's Weekly.	Naperville Clarion.
Saturday Evening Post.	Evangelical Messenger.
Christian Herald.	The Evangelical.
Youth's Companion.	Evangelical Herald.
Life.	German—
Commoner, The.	Germania.
Breeders' Gazette.	

Zeitschrift.

Der Christliche Botschafter.

Der Evangelische Bundesbote.

Daily—

Chicago Record Herald.

Chicago Tribune.

MONTHLY PERIODICALS.

Review of Reviews.

Scribners.

Current Literature.

Harpers.

McClures.

Metropolitan.

Physical Culture.

Success.

American.

Technical World.

Sunset.

Craftsman.

Outing.

Human Life.

Record of Christian Work.

Ladies' Home Journal.

Cosmopolitan.

Delineator.

Everybody's.

World To-day.

World's Work.

Association Men.

Intercollegian.

Missionary Review.

Missionary Messenger.

German—

Das Evangelische Magazin.

The following periodicals are in the library:

The National Geographic Magazine. American Economist.

The Popular Science Monthly. The Dial.

The North American Review. The Musician.

The Forum. Political Science Quarterly ..

The American Journal of Sociology. The Psychological Review.

The Atlantic Monthly. The Methodist Review. Quarterly.

Religious Education. The Christian World and Evangelist

Educational Review. The Business Philosopher.

The Journal of Political Economy. The Public.

The Philosophical Review. L'Echo Des Deuz Modes.

The Psychological Bulletin. Musical Courier.

Methodist Review. Our Dumb Animals.

The Biblical World. The Survey.

The Christian Advocate. Labor Digest.

The Expositor. North American Lloyd.

Advocate of Peace.

These are accessible to all students.

COLLEGE PUBLICATIONS.

Chronicle.—"The North-Western College Chronicle" is published bi-weekly during the academic year.

Its purpose is to furnish information in regard to the work and condition of the institution. It is the organ of the students and contains original articles by members of the school and others, personal notices of past and present members of the College, proceedings of the Literary and Scientific societies, the Christian Associations, and such other matter pertaining to college life as will prove of interest to all friends of higher education. Subscription seventy-five cents per annum.

Spectrum.—The senior class of 1910 published an annual called the "Spectrum" which has become a very important and popular publication. The senior class of 1911 continue this publication. Its purpose is to present in an attractive form the various interests and work of the College during the school year. It contains the pictures of the debating and athletic teams, orators, besides many other groups and combinations. Each department of the school is duly considered.

Catalogues.—Catalogues and circulars are published annually and are supplied gratis upon application.

LITERARY AND OTHER SOCIETIES.

There are five flourishing literary societies connected with the College, viz.: The *Cliosophic*, the *Philologian*, the *Laconian*, and the *Philorhetorian* (German). These societies have good, well-furnished halls, and afford excellent opportunities for practice in public speaking, debate and other literary exercises.

Senate.—The Senate of North-Western College, organized in 1886, has for its object the consideration and discussion of themes relating to political science, and the promotion of a thorough acquaintance of our federal institutions and the duties of intelligent citizenship. It holds weekly meetings and presents opportunities for practice in extempore speaking, debate and parliamentary procedure.

Oratorical Association.—The Oratorical Association was organized in the year 1900. Its purpose is to arouse interest in public speaking and to elevate the forensic standard of annual oratorical contests. These contests are open to regular members of the three upper classes. Prizes are given those who win first and second places in the interclass contest, and the winner of first prize in this contest represents the college in the Northern Illinois Oratorical League.

Intersociety and intercollegiate debates are held annually.

These and all other societies of the College are under the general supervision of the Faculty. No public entertainment shall be given by any society without permission from the Faculty, and all the exercises intended for such entertainments must be submitted to the inspection of the Faculty before their public delivery.

PRIZES.

ACADEMY.

The Elgin Prize.—An annual prize of ten dollars is offered by William Grote, Esq., of Elgin, to the Oratorical Association of the Academy in order to stimulate efforts in public speaking on the part of Academy students. Contests for this prize are held annually about the middle of

the second semester. In recognition of the residence city of the donor, this prize is called the Elgin Price in Public Speaking. In 1910 this prize was awarded to A. E. Gilman and Mentor O. Herman.

The Broeker and Spiegler Prize.—An annual prize of fifteen dollars will be given by the firm Broeker and Spiegler of Naperville to the member of the graduating class who has made the highest average in his studies during his third and fourth years at the Academy. This prize will be awarded for the first time in 1912.

Scheele Prize.—In order to encourage debate, Mr. A. Scheele of Elgin offers an annual prize of fifteen dollars to the winning team in the debate between the Third and Fourth year classes. This prize will be awarded for the first time in 1912.

COLLEGE.

The Heatherton Prizes.—In order to encourage oratorical efforts and to show his interest in the work of the College, Judge John S. Goodwin, of this city offers the Freshman Class an annual prize of ten dollars for excellence in oratory and ten dollars for excellence in declamation. Contests for these prizes are held the latter part of the second semester and are open to regular members of the Freshman Class. In honor of Judge Goodwin's fine residence and beautiful estate "Heatherton," the prizes are known as the Heatherton Prizes in Public Speaking.

In 1910 these prizes were awarded to Otto Kirschner and Elmer Riebel in Oratory and to Miss Edna Geister and Miss Esther Daeschner in declamation.

The Dr. Good Prize.—This prize has been founded by Dr. R. H. Good, of Chicago, for the purpose of encourag-

ing interest in the local, or interclass oratorical contests. It consists of \$25.00 and is to be awarded as first and second prizes, of \$15.00 and \$10.00 respectively, to the successful participants in these contests. The winner of the first prize becomes the representative of the College in the Northern Illinois Oratorical League.

The Miller Prize.—This prize was founded by Walter J. Miller, an Attorney at Law of Chicago, class of 1898, for the purpose of encouraging deeper interest in the temperance problem. It consists of \$25.00 divided into two prizes, \$15.00 and \$10.00 respectively and as awarded to the first and second winners in the anti-saloon Oratorical Contest. These prizes were awarded to Wm. Grote and W. L. Zabl in 1910.

STATE ILLINOIS UNIVERSITY SCHOLARSHIP.

The University of Illinois has placed a scholarship at the disposal of the faculty of North-Western College which shall be awarded to the candidate who has made the highest average grades during his Junior and Senior years. This Scholarship for the year 1911-12 has been awarded to M. C. Elmer of the class of 1911.

SELF-HELP.

Frequently we receive inquiries about opportunities for work whereby to pay expenses while at school. Such opportunities are not plentiful. Yet there are generally a few students who "earn their way" in part at least. Others succeed in earning considerable during the summer vacation. Some, after obtaining a teacher's certificate, teach for a time, and then continue their college course. This, though necessarily requiring more time to complete a course, gives the student much practical and

valuable experience, and is therefore, by no means lost time.

An employment bureau under the auspices of the College Y. M. C. A. has been organized to help students secure work. Remunerative work however can very rarely be arranged for definitely before arrival; as students become acquainted, it is easier to secure employment.

STUDENT'S FILE.

The registrar will keep on file the names and addresses of former students provided such students will inform him of changes in their address whenever such change shall occur.

GROWTH AND NEEDS.

The progress of the College has been very satisfactory and encouraging. All the departments of instruction are now fully organized and well equipped for efficient work.

Strong efforts are being made at present to increase the endowment and to develop all the resources of the Institution. It is the united purpose of the Faculty and the Board of Trustees that the College keep pace with the progress and educational demands of the country.

Among the more pressing needs of the College may be mentioned: A College Auditorium; the endowment of several Professorships; the founding of perpetual Scholarships; the enlarging of the Library; and a suitable and well equipped Astronomical Observatory.

The friends of the College and of higher education are invited to contribute to these objects.

Such donations will be used most advantageously in the present work of instruction, and for the promotion of the highest interests of the institution.

CANDIDATES FOR DEGREES.

Bachelor of Arts.

BUSHWEILER, R. A.	SCHMALZRIED, ELMER
GIESE, ELSIE	SCHRADER, S. E.
GRAPER, ELMER D.	SEDER, VELMA
KELLERMAN, H. A.	WAHL, C. B.
SCHILLING, WALTER E.	ZABEL, W. L.

Bachelor of Philosophy.

BEHRNS, JERRY	LEFFLER, ADA B.
BRAND, EDWARD F.	SCHUTZ, NETTA A.
FEUCHT, HERMAN	VOEGELEIN, ALICE

Bachelor of Science.

ELMER, MANUAL C.	SCHMIDT, MARK E.
LIPP, HENRY A.	TEICHMAN, A. E.
OERTLI, IRA	UMBACH, LULU

Bachelor of Literature.

KOLANDER, C. H.	PIPER, BENJ. A.
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Master of Arts.

BECK, JOHN M.	SCHWAB, BENJ.
	NELLIE FRANK SMITH

Master of Philosophy.

GOCKER, MARIE	SCHAEFFER, HERBERT B.
	HALMHUBER, W. H.

Master of Science.

SCHAFER, JOHN C.

REGISTER OF STUDENTS.

Collegiate Department.

Abbreviations: Cl. Classical; Ph. Philosophical; Sc. Scientific;
M. L. Modern Literature.

GRADUATE STUDENTS.

RADDATZ, W. G. Racine, Wis.

SENIOR CLASS.

BEHRNS, JERRY.....*Ph.*..... Cullom.
 BRAND, EDWARD F.....*Ph.*..... Hillyard, Wash.
 BUSHWEILER, R. A.....*Cl.*..... Neshkoro, Wis.
 ELMER, MANUEL C.....*Sc.*..... Monroe, Wis.
 FEUCHT, HERMAN.....*Ph.*..... Holton, Kan.
 GIESE, ELSIE*Cl.*..... Batavia.
 GRAPER, ELMER D.....*Cl.*..... Mackey, Ind.
 KELLERMAN, H. A.....*Cl.*..... Dashwood, Ont.
 KOLANDER, C. H.....*M. L.*..... Colgate, Wis.
 LEFFLER, ADA B.....*Ph.*..... Naperville.
 LIPP, HENRY A.....*Sc.*..... Brandon, Wis.
 OERTLI, IRA*Sc.*..... Holmes, No. Dak.
 PIPER, BENJ. A.....*M. L.*..... Union Hill.
 SCHILLING, WALTER E.....*Cl.*..... Appleton, Wis.
 SCHMALZRIED, ELMER.....*Cl.*..... Andrews, Ind.
 SCHMIDT, MARK E.....*Sc.*..... Blue Earth, Minn.
 SCHRADER, S. E.....*Cl.*..... Carlingford, Ont.
 SCHULTZ, NETTA A.....*Ph.*..... Naperville.
 SEDER, VELMA.....*Cl.*..... Kasson, Minn.
 TEICHMAN, A. E.....*Sc.*..... Aberdeen, So. Dak.
 UMBACH, LULU.....*Sc.*..... Naperville.
 VOEGELEIN, ALICE.....*Ph.*..... Falls City, Nebr.
 WAHL, C. B.....*Cl.*..... Paton, Ia.
 ZABEL, W. L.....*Cl.*..... Holton, Kan.

JUNIOR CLASS.

BAUMGARTNER, I. L.	Cl.	.....	Sumner, Ia.
BERGER, EFFIE	Sc.	.....	Naperville.
BROADBOOKS, EDITH	M. L.	.....	Attica, N. Y.
DANUSER, MAYBELLE	Cl.	.....	Dodge, Wis.
FAUST, E. S.	Sc.	.....	Caro, Mich.
FRANK, HERBERT	Sc.	.....	Paynesville, Minn.
FREEMAN, A. R.	Cl.	.....	Naperville.
GACKELER, C. F.	Cl.	.....	Naperville.
GAMERTSFELDER, JUDSON ...	Cl.	.....	Naperville.
HATZ, ESTHER	M. L.	.....	Prairie du Sac, Wis.
HEMMER, A. E.	Cl.	.....	Somerville, Ind.
HOLTZMAN, A. M.	Cl.	.....	Crediton, Ont.
KOLB, J. HARRY	Sc.	.....	Berlin, Wis.
LANG, C. A.	Cl.	.....	Naperville.
LOOSE, RALPH W.	Cl.	.....	Naperville.
MATTILL, P. M.	Sc.	.....	Falls City, Nebr.
MILLER, NEWTON	Sc.	.....	Chicago.
MUELLER, H. E.	Cl.	.....	Faribault, Minn.
PULLMAN, GEO. C.	Cl.	.....	Urbana, Ind.
RENDER, F. A.	Cl.	.....	Naperville.
SCHALLER, G. L.	Cl.	.....	Perrysburg, O.
SCHRAMMEL H.	Cl.	.....	Orlando, Okla.
SCHWARTZ, FRANK	Cl.	.....	Sturgis, Mich.
SCHWEITZER, I. L.	Cl.	.....	Malta.
TRAUTMANN, HARRY	Cl.	.....	Forest Junction, Wis.
TURNER, ELIZABETH	Cl.	.....	Naperville.
VIETH, ARNOLD	Sc.	.....	Norwalk, Wis.
VOEGELEIN, BELLE	Cl.	.....	Falls City, Nebr.
VOIGT, H. W.	Cl.	.....	Kankakee.

SOPHOMORE CLASS.

AUGUSTINE, L. B.	Sc.	.....	Racine, Wis.
AUGUSTINE, A. W.	Sc.	.....	Berlin, Ont.
BLUMER, W. F.	Sc.	.....	Lu Verne, Ia.
BRUNNEMEIER, H. C.	Cl.	.....	Hubbard, Ia.
BRUNNEMEIER, E. H.	Sc.	.....	Hubbard, Ia.
BUYER, J. L.	M. L.	.....	San Pierre, Ind.

CARR, JESSIE	Sc.	Sheridan.
DRAEGER, ERWIN	Cl.	Marshfield, Wis.
DYE, C. L.	Sc.	Upper Sandusky, O.
ELMER, JACOB	Sc.	Monroe, Wis.
FEIK, ROY W.	Sc.	Ma Moille.
FEIK, FRANK	Cl.	La Moille.
GEISTER, EDWARD	M. L.	Elgin.
GEISTER, EDNA	Cl.	Elgin.
GROTE, WM. E.	M. L.	Elgin.
HANNEMAN, H. W.	Sc.	Magnolia, Ia.
HOCH, J. R.	Cl.	Leonardville, Kan.
HOOPES, FLORENCE	M. L.	Naperville.
HORN, A. L.	Cl.	Hazel, S. Dak.
KELLERMAN, G. H.	Sc.	Elkton, Mich.
KIRSCHNER, O. S.	Sc.	Seattle, Wash.
KNOCHE, VIOLA	Cl.	Cedar Falls, Ia.
LANG, ESTHER	M. L.	Mendoh, Mich.
MARKHOFF, CECILIA	M. L.	Elgin.
MILLER, HARRY A.	Sc.	Oak Harbor, O.
MINCH, CORA A.	M. L.	Hooppole.
OERTLI, EDNA	M. L.	Holmes, No. Dak.
PAULI, E. A.	Sc.	Bern, Kan.
RENNER, LEILA	Cl.	Racine, Wis.
RIEBEL, ELMER D.	Cl.	Detroit, Mich.
SCHENDEL, F. W.	Cl.	Olivia, Minn.
SCHMID, JACOB J.	Cl.	South Germantown, Wis.
SCHWAB, RALPH K.	Cl.	Freeport.
SWANK, O. D.	Cl.	Butler, O.
WAGNER, G. F.	Cl.	Culbertson, Nebr.
WILLMING, C. B.	Cl.	Gillian, Mo.

FRESHMAN CLASS.

ACKERMANN, G. W.	Cl.	Elkton, Mich.
ALLEN, C. L.	Cl.	Butler, O.
ATTIG, ALMA	Cl.	Walnut, Ill.
BARNHOPE, W. V.	Cl.	Helena, O.
BERNHARDT, HUGO A.	Cl.	Two Rivers, Wis.
BIESTER, FRED L.	Cl.	Belvidere.
BLECK, CLARA	Cl.	New London, Wis.

BOSSHARDT, E. H.	Sc.	Faribault, Minn.
BREITHAUP, J. E.	Sc.	Berlin, Ont.
BURGENER, O. L.	Sc.	Hicksville, O.
COOK, H. F.	Cl.	Urbana, Ind.
DAESCHNER, SADIE	Sc.	Preston, Nebr.
DAVIS, ANNA	Cl.	Holton, Kan.
DREISBACH, C. H.	Cl.	Circleville, O.
EBERHARDT, H. E.	Cl.	Indianapolis, Ind.
GRIESEMER, B. H.	Sc.	Grayville.
GROENIG, LYDIA	Cl.	Brainerd, Minn.
GROENIG, ERNEST	Cl.	Brainerd, Minn.
GURTNER, G. W.	Sc.	Bellingham, Wash.
HERMAN, MENTOR	Cl.	Elkhart, Ind.
HIEBENTHAL, W. P.	Sc.	Scribner, Nebr.
HILL, FRED	Sc.	Culbertson, Nebr.
HIRSCHMAN, EDWARD	Cl.	Indianapolis, Ind.
HOFER, E. F.	Cl.	Downs, Kan.
HOSBACK, ARTHUR	Cl.	Erie, Pa.
JAECK, ELSIE	Sc.	Naperville.
KERSTEN, MAUDE	Cl.	Ashton.
KIRN, F. W.	Cl.	Hersey, Mich.
MATTILL, CHAS. R.	Cl.	Falls City, Nebr.
MEIER, ALICE	Cl.	Marshall, Minn.
MILLER, MILTON	Sc.	Naperville.
MURBACH, G. C.	Cl.	Wauseon, O.
NEUSCHWANDER, ELSIE	Cl.	Dakota.
OERTLI, ENA	Cl.	Holmes, No. Dak.
PRODOEHL, A. L.	Cl.	Renville, Minn.
QUILLING, E. A.	Cl.	Menomonie, Wis.
SCHENDEL, A. A.	Cl.	Renville, Minn.
SCHMIDT, ORIN F.	Cl.	Menomonee Falls, Wis.
SEDER, R. I.	Sc.	Kasson, Minn.
SEITZ, GEO.	Cl.	Carmi.
SHELLY, FLORENCE	Sc.	Traverse City, Mich.
STAUFFACHER, HARRY	Cl.	Monroe, Wis.
TROXEL, OLIVER	Sc.	La Gro, Ind.
UMBREIT, ALLEN	M. L.	Markesan, Wis.
UTZINGER, ARTHUR	Sc.	Racine, Minn.
VOIGT, ROSE, V.	Cl.	Kankakee.

WINKELMANN, H. A.	<i>Cl.</i>	Appleton, Minn.
ZACHMAN, CLYDE	<i>Cl.</i>	Perrysburg, O.
ZIESKE, VICTOR	<i>Sc.</i>	Sleepy Eye, Minn.

SPECIAL.

KISSNER, AMANDA		Sleepy Eye, Minn.
LUETKE, WERNER		Norwalk, Wis.
NANNINGA, MARIE		Randolph, Kan.
NEUMAN, FRED		Norwalk, Wis.

Academy.

FOURTH YEAR.

ARNOLD, L. G.		Chicago.
BIHLER, EDWIN		Chicago.
BLEILER, J. G.		Monroe, Wis.
BOETTCHER, A. O.		Bloomer, Wis.
FOSS, DELLA		Dakota.
GATTSHALL, E. L.		Goodland, Kan.
GOEHRING, L. A.		Naperville.
HAUPTFUEHRER, ETHEL		Dakota.
JAHN, EMIL		Sumner, Ia.
KRUG, HARRY		Brownsville, Wis.
LANG, FLOYD		Parkville, Mich.
LINTNER, THEO.		Madison, Wis.
LUBACH, EDWARD		Chippewa Falls, Wis.
RILLING, ROLLO		Naperville.
SCHLOTTERBECK, C. E.		Lewisburg, O.
SCHMIDT, ALFRED		North Redwood, Minn.
SIEWERT, ARTHUR		Colgate, Wis.
THIERFELDER, LENA		Gilliam, Mo.
WEGNER, E. S.		Omaha, Nebr.
WILHELM, WALDEMAR		New Hamburg, Ont.

THIRD YEAR.

ANTON, EDWARD		Waterloo, Ia.
BROSE, FREDERICA		Chatfield, O.

BRUNNER, A. J.	Bonfield.
ELMER, ALVINA	Monroe, Wis.
FASSINGER, R.	Naperville.
HARTER, RALPH	Plainfield.
HINTZMAN, W. F.	Monroe, Wis.
HOFFMAN, B. A.	Walnut.
KASTNER, W. G.	Milwaukee, Wis.
MEHN, W. H.	Ripon, Wis.
OBERHELMAN, H. A.	Barnes, Kan.
PAETH, C. A.	Naperville.
PAGNARD, EMANUEL	Upper Sandusky, O.
PEPPLER, NORMAN	Hanover, Ont.
REIDT, CHAS.	Clifford, Ont.
ROSE, RAYMOND	Naperville.
SCHIRMER, NELLIE	Holton, Kan.
STAUFFACHER, MARY	Monroe, Wis.
WEBERT, L. G.	Elk Mound, Wis.
WERNER, E. A.	Lamberton, Minn.
WINKENWEDER, A. B.	Naperville.
WITTE, W. L.	Cottage Grove, Wis.
WITTE, M. H.	Cottage Grove, Wis.

SECOND YEAR.

ABE, W. J.	Ripon, Wis.
AUSMAN, EDNA	Elk Mound, Wis.
BEUSCHER, WM.	Brooklyn, N. Y.
COWLES, SPENCER	Naperville.
FOULKE, LLOYD	Andrews, Ind.
GOTTESLEBEN, WM.	Yale, Mich.
GUTZKE, A.	Neustadt, Ont.
HEFTY, THOS. C.	Valley Falls, Kan.
Heise, H. C.	Arnprior, Ont.
HENNING, ANDREW	Allison, Ia.
HERRMANN, H.	Brooklyn, N. Y.
HOFFMAN, ALVINA	Cleveland, O.
HUKE, ESTHER	Plainfield.
JAECK, GEORGE	Naperville.
KELLER, G. J.	Hazel, So. Dak.

KNAUER, SOPHIE	Brooklyn, N. Y.
KUHLMAN, A.	Hubbard, Ia.
LOZIER, GEO. L.	Bremen, Ind.
MIGENDT, M.	Neuthausen, Austria.
NEUENSCHWANDER, E. J.	Berne, Ind.
OBERHELMAN, ANNA	Green, Kan.
OTT, A. J.	Geneva, N. Y.
PAUTZ, W. C.	Arnprior, Ont.
RITZENTHALER, MILDRED	Prairie View
RITZENTHALER, OLIVE	Prairie View.
RUBRIGHT, EDITH	Naperville.
SCHNEIDER, ELMER A.	Brillion, Wis.
SHOEMAKER, VERN.	North Redwood, Minn.
SOHL, EZRA H.	Fremont, Nebr.
STEIGER, G. C.	Buffalo, N. Y.
THOM, OTTO	Brodhead, Wis.
WALTER, E. A.	Thompson, N. Dak.
ZOLLER, J. E.	Owendale, Mich.

FIRST YEAR.

ARNDT, J. H.	North Judson, Ind.
AUCHARD, RAY	Green, Kan.
BARTELL, W.	Wautoma, Wis.
CAUGHELL, A. S.	Bismark, Ont.
DAHLM, E. H.	Waterville, Kan.
DAHMES, W. F.	Clements, Minn.
FISCHER, GUIDO	Niederbobritzsch, Saxony Ger.
HEIM, FRED	Baldwin, Kan.
HERBOLD, G. P.	Sequin, Texas.
HIRNING, KARL	Herreid, So. Dak.
HOLZWARTH, CHAS.	West Bridgewater, Pa.
JOSIF, GEORGE	Canton, O.
KLUCKHOHM, FRED	Reddick.
KOTESKEY, WM.	Boyne City, Mich.
KRUEGER, CHRIST	Elmwood, Ont.
LERCHE, E. L.	Hilbert, Wis.
OBERHELMAN, O. F.	Green, Kan.
OTT, W. J.	Geneva, N. Y.

PIETZ, EDWARD	Wanatah, Ind.
PLETSCH, ANDREW	Alsfeldt, Ont.
RANDALL, EARL	Chicago.
ROGERS, KENNETH	Wabash, Ind.
SCHNEIDER, HARRY	Mildmay, Ont.
SCHULTZ, HARRY	Hartford, Wis.
SHANK, OTTO	Polo.
STELLING, HARRY	Lockport.
STROTHMAN, LEWIS	Kasson, Minn.
TALMAN, ARTHUR	Tonawanda, N. Y.
TANNER, RUDOLPH	Kankakee.
UHRICH, CHARLES	Loveland, Colo.
UPHOFF, RAY	Cottage Grove, Wis.
WITTE, ARTHUR	Cottage Grove, Wis.
YOUNG, ORVILLE	Hancock, Ia.

Sub-Academic Department.

BABLER, H. E.	Monroe, Wis.
B EGLINGER, J. V.	West Wood, Pa.
BORNEMEIER, H.	Murdock, Nebr.
BRANDLE, G. L.	Manilla, Ia.
CARLSON, ROXANNA	Naperville.
CASSEL, EDWARD	Naperville.
COWLES, WARREN	Naperville.
DESHOW, GEO.	Julamark, Turkey, Asia.
DILLON, JOSEPH	La Grange.
DRENDEL, RALPH	Naperville.
GIESE, ADAM	Herreid, So. Dak.
HAGER, EDWARD	Olivet, So. Dak.
HAZELTON, CLARENCE	Ritchie.
HEINBURGER, ALFRED	Sandusky, O.
HOLMES, L. R.	Chicago.
IRISH, ARTHUR	Palatka, Florida.
KAIM, SAMUEL	North Judson, Ind.
KEMMERER, EARL	Plainfield.
LENZ, FRANK	Jansen, Nebr.
MEYERS, PETER G.	Fairbury, Nebr.
MILLER, FRANK	Hooppole.

MILLER, HAROLD	Oak Harbor, O.
MOHR, EZRA	Philipsburg, Ont.
MOREL, ROSETTE	Sheridan.
MOEHL, LYDIA	Granville.
OLSON, J. E.	Powell, Nebr.
REINKING, WILLIAM	Osseo, Minn.
RIESER, EDMUND	Naperville.
RIKLI, ALBERT	Murdock, Nebr.
SCHIEB, STEPHEN	Toledo, Ohio.
SIEWERT, MAX	Wabasso, Minn.
SOLLENBERGER, ALVIN	Naperville.
SPAHM, FRANK	La Moille.
STEININGER, FRED	Naperville.
WICHSE, JACOB	Monticello, Wis.
WIESBROOK, ERWIN	Naperville.
WITTLER, LAWRENCE	Jansen, Nebr.
ZIEGELE, ANDREW	Bismark, No. Dak.

German Department.

FOURTH YEAR.

BEHRNS, JERRY	Cullom.
BEUSCHER, WM.	Brooklyn, N. Y.
FEUCHT, HERMAN	Holton, Kan.
GACKELER, C. F.	Naperville.
HATZ, ESTHER	Prairie du Sac, Wis.
HORN, ALVIN	Hazel, So. Dak.
KOHLANDER, C. H.	Colgate, Wis.
LUBACH, ED.	Chippewa Falls, Wis.

SECOND YEAR.

BERNHARDT, HUGO	Two Rivers, Wis.
DAESCHNER, SADIE	Preston, Nebr.
DAVIS, ANNA	Holton, Kan.
FRANK, HERBERT	Paynesville, Minn.
HEISE, H. C.	Arnprior, Ont.
HERBOLD, G. P.	Seguin, Texas.

HILL, FRED	Culbertson, Nebr.
KISSNER, AMANDA	Sleepy Eye, Minn.
MEHN, W. H.	Ripon, Wis.
MURBACH, G. C.	Wauseon, O.
PAUTZ, W. C.	Arnprior, Ont.
PRODOEHL, A. C.	Renville, Minn.
SCHMID, JAKE	So. Germantown, Wis.
SCHWAB, RALPH	Freeport.
SEDER, REUBEN	Kasson, Minn.
SIEVERT, ARTHUR	Colgate, Wis.
WALTER, ERNEST	Thompson, No. Dak.
WEGNER, E. S.	Omaha, Nebr.

FIRST YEAR.

BARTEL, WILLIAM	Wautoma, Wis.
BRUNNER, A. J.	Bonfield.
GROENIG, E.	Brainerd, Minn.
KERSTEN, MAUDE	Ashton.
KUHLMAN, A.	Hubbard, Ia.
LERCHE, E. L.	Hilbert, Wis.
MIGENDT, M.	Neuthausen, Austria.
NEUENSCHWANDER, E.	Berne, Ind.
PLETSCH, A.	Alsfeldt, Ont.
REIDT, C. E.	Clifford, Ont.
SIEWERT, MAX	Wabasso, Minn.
THOM, OTTO	Broadhead, Wis.
WITTE, W. L.	Cottage Grove, Wis.
WITTE, MARVIN H.	Cottage Grove, Wis.

Commercial Department.

BOOK-KEEPING.

ALLMAN, LEE	Avilla, Ind.
AMES, HOWARD	Naperville.
BERSCHT, EDWARD	Westcott, Alberta.
BLUMENSHINE, C. H.	Washington.
GRAHL, E. B.	Eden, Wis.

GRILL, LUELLA	Owosso, Mich.
HEIN, ERNEST	Naperville.
KELLERMAN, NORMAN	Dashwood, Ont.
KREIMEIER, W.	Manhattan.
LITTLEFORD, LEE	Hinsdale.
LOVE, FRANK	Naperville.
LUETKA, ARTHUR	Norwalk, Wis.
MEYERS, IRVIN C.	Aurora.
MUENCH, CARL	Naperville.
MUSSELMAN, H. A.	Naperville.
OLSON, E. M.	Detroit, Mich.
REUWSAAT, JOHN	Manilla, Ia.
SCHALKER, MINNIE	Leavenworth, Kan.
SCHERER, HARRY	Naperville.
SCHULTZ, EDWARD J.	Benton Harbor, Mich.
SONDKER, WALTER	Winkler, Kan.
UNRUH, G. J.	Marion Jet., So. Dak.
VAN KANNEL, CHARLES	Big Prairie, O.
VOGEL, ESTHER	Owosso, Mich.
YACKLEY, REUBEN	Naperville.

SHORTHAND AND TYPEWRITING.

AMES, HOWARD	Naperville.
AUGUSTINE, A.	Berlin, Ont.
FAUST, LILLIAN	Zurich, Ont.
GRILL, LUELLA	Owosso, Mich.
HAIST, LOUISE,	Crediton, Ont.
KELLER, G. J.	Hazel, So. Dak.
KNOSHER, ALMA	Naperville.
KRAFT, PEARL	Dashwood, Ont.
LOITZ, JOHN	Grant Park.
LUETKE, ARTHUR	Norwalk, Wis.
MUENCH, CARL	Naperville.
OLSON, E. M.	Detroit, Mich.
PIPER, BENJ.	Union Hill.
QUILLING, ERWIN	Menomonie, Wis.
REUWSAAT, JOHN	Manilla, Ia.
SCHERER, HARRY	Naperville.

SCHALNER, MINNIE	Leavenworth, Kan.
SHIMP, BERT	Naperville.
UNRUH, G.	Marion Jet., So. Dak.
VOGEL, ESTHER	Owosso, Mich.
WERNER, ESTHER	Naperville.
WOODS, JAMES	Naperville.

SCHOOL OF MUSIC.

Candidates for Graduation.

BACHELOR OF MUSIC.

SCHUTZ, BERTHA	Piano	Naperville.
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CERTIFICATE.

DUEL, HAZEL	Piano	Naperville.
GOETSCH, ADELA	Piano	Mukwonago, Wis.
HUKE, ESTHER	Piano	Plainfield.
SCHUTZ, BERTHA	Organ	Naperville.
SCHWARTZ, KATE	Piano	Sturgis, Mich.
SCHWARTZ, MARY	Piano	Sturgis, Mich.
WILLMAN, FLORA	Piano	Eureka, So. Dak.

MUSIC.

ATTIG, ALMA	Voice	Walnut.
AUSMAN, EDNA E.	Piano	Elk Mound, Wis.
BABLER, H. E.	Piano	Monroe, Wis.
BAUMGARTNER, I. L.	Voice	Sumner, Ia.
BEIDELMAN, CLYDE	Violin	Naperville.
BERGER, EDNA	Piano	Naperville.
BLECK, CLARA	Voice	New London, Wis.
BOECKER, GERTRUDE	Organ, Theory	Naperville.
BOECKER, ERMA	Voice	Naperville.
BOMBERGER, PEARL	Piano	Naperville.

BRAND, E. F.	Voice	Hillyard, Wash.
BREITHAUP, J. E.	Piano, Theory	Berlin, Ont.
BROCKWAY, DAISY	Voice	Plainfield.
BRUNNEMEIER, E. H.	Voice	Hubbard, Ia.
COLLINS, JOHN	Piano	Naperville.
COOPER, MRS.	Piano	Naperville.
DAESCHNER, SADIE	Voice	Preston, Nebr.
DAHMES, FLORENCE, Piano, History, Harmony, Voice,		Clements, Minn.
DIETER, EDA	Voice	Naperville.
DUEL, HAZEL	Piano, Theory	Naperville.
ELMER, M. C.	Theory	Monroe, Wis.
FEUCHT, HERMAN	Voice	Holton, Kan.
GEGENHEIMER, LUCILE	Piano	Naperville.
GOETSCH, ADELA, Piano, Harmony, Organ, Theory,		Mukwonago, Wis.
GRETZINGER, CARL	Voice	Winnepeg, Man.
GROENIG, E. D.	Voice	Brainerd, Minn.
HAZELTON, C.	Violin	Ritchie.
HEHN, PEARL	Piano, Voice	Marion, Kan.
HEM, MILTON	Piano, Voice	Oswego.
HERTEL, J. CLARK	Piano	Naperville.
HINTZMAN, W. F.	Voice	Monroe, Wis.
HOFFMAN, ALVINA	Voice	Cleveland, O.
HUKE, ESTHER....	Piano, Harmony, Theory, History....	Plainfield.
JAECK, MINNIE	Piano, History	Naperville.
KISSNER, AMANDA	Piano, Voice	Sleepy Eye, Minn.
KREBS, PEARL	Piano, Theory, Harmony....	Dysart, Ia.
KROEHLER, GLADYS	Piano	Naperville.
KUHLMAN, A.	Voice	Hubbard, Ia.
LANG, HELEN	Piano, Theory, Harmony....	Appleton, Minn.
LEHMAN, BERNICE	Piano, Voice	Ogden, Ia.
LOOSE, RALPH W.	Voice	Naperville.
LUETKE, ARTHUR	Piano	Norwalk, Wis.
MCCOY, PEARL	Piano	Naperville.
MEIER, ALICE	Voice	Marshall, Minn.
MEISINGER, GERTRUDE....	Piano, Harmony, History....	Naperville..
MOEHL, LYDIA	Piano	Granville.
MORRISON, RUTH	Piano	Naperville.
NANNINGA, MARIE	Piano, Voice	Randolph, Kan.
NONNAMAKER, ANNA	Violin	Naperville.

OBERHELMAN, ANNA	Voice	Green, Kan.
OESTREICHER, MARTHA	Piano, Harmony, Theory, Voice, History	Dashwood, Ont.
OLSON, J. E.	Piano	Powell, Nebr.
PAULI, MINNIE	History, Piano	Bern, Kan.
QUILLING, E. A.	Piano	Menomonie, Wis.
RIEBEL, ELMER D.	Voice	Detroit, Mich.
RIKLI, A. L.	Piano	Murdock, Nebr.
RILLING, ROLLO	Piano, Theory	Naperville.
RITZENTHALER, OLIVE	Organ	Prairie View.
RITZENTHALER, MILDRED	Piano	Prairie View.
SAND, MINNIE	Piano, Voice, Harmony, History	Geneseo.
SCHALKER, MINNIE	Piano	Leavenworth, Kan.
SCHALKER, LYDIA	Piano, Voice, Harmony, Theory, L'venworth,	Kan.
SCHALKER, HELEN	Piano, Voice, History, Theory, L'venworth,	Kan.
SCHALLER, G. L.	Voice	Perrysburg, Ohio.
SCHMIDT, ROSE	Piano	Naperville.
SCHOENFELD, ELDA	Piano, Voice	Fox Lake, Wis.
SCHUTZ, BERTHA	Piano, Organ, Composition, Counterpoint, Theory	Naperville.
SCHUTZ, NETTA A.	Voice	Naperville.
SCHWARTZ, KATE	Piano, Voice, Harmony, Theory, History	Sturgis, Mich.
SCHWARTZ, MARY	Piano, Voice, Harmony, Theory, History	Sturgis, Mich.
SHELLY, EDNA	Piano, Theory, Harmony	Traverse City, Mich.
SHELLY, FLORENCE	Piano	Traverse City, Mich.
SMITH, ERMA	Piano	Plainfield.
STANCLIFF, HATTIE	Piano Harmony	Prairie View.
STAUFFACHER, A. D.	Voice	Monroe, Wis.
STAUFFACHER, MARY	Piano	Monroe, Wis.
SWART, PEARL	Piano, Harmony, Theory, Voice	Kansas City, Mo.
TEICHMAN, A. E.	Voice	Aberdeen, So. Dak.
UHRICH, CHARLES	Violin	Loveland, Colo.
UMBACH, MYRON	Piano	Naperville.
UNZ, MABEL	Piano, Harmony, History, Voice	Reddick.
UNZ, NELLIE	Piano, Harmony, History, Voice	Reddick.
VAN CAMP, BEATRICE	Piano, Harmony, Voice	Decatur, Ind.
VOEGELEIN, BELLE	Voice, Harmony, History	Falls City, Nebr.

VOGEL, ESTHER	Voice	Owasso, Mich.
VOIGT, ROSE	Piano	Kankakee.
WAGNER, G. F.	Voice	Culbertson, Nebr.
WARTMAN, ALICE	Piano, Voice, Harmony, History,	Norwalk, Wis.
WILLMAN, FLORA	Piano, Harmony, Theory, History,	Eureka, So. Dak.
WOLTHAUSEN, LILLIAN	Piano, Harmony, History, Voice,	Waseca, Minn.
ZOLLER, JOHN	Violin	Owendale, Mich.

Art Department.

ATTIG, ALMA	Water Color	Walnut.
BARNARD, ROSE	Water Color	Downers Grove.
BLECK, CLARA	Water Color	New London, Wis.
BOETTIGER, ELLA	China, Water Color	Naperville.
BUCKS, MARY S.	China	Naperville.
ESTHER, EVA	Water Color, China	Naperville.
FEIK FRANK	Drawing	La Moille.
GATTSHALL, E. L.	Drawing	Goodland, Kan.
GOETSCH, ADELA	Water Color	Mukwonago, Wis.
GOOD, VIDA	China	Naperville.
GROTE, W. E.	Drawing	Elgin.
HATZ, CORA	Water Color	Prairie du Sac, Wis.
HATZ, ESTHER	Water Color	Prairie du Sac, Wis.
HEHN, PEARL	Water Color	Marion, Kan.
HOLMES, L. R.	Drawing	Chicago.
KERSTEN, MAUD	Pyrography	Ashton.
LANG, ESTHER	Drawing	Mendon, Mich.
LUETHE, WERNER	Drawing	Norwalk, Wis.
MATTIL, C.	Drawing	Falls City, Nebr.
MILLER, H. A.	Drawing	Oak Harbor, O.
NANNINGA, MARIE	Water Color	Randolph, Kan.
NONNAMAKER, EDITH	China	Naperville.
OBERHELMAN, ANNA	Water Color	Green, Kan.
OERTLI, EDNA	Drawing	Holmes, No. Dak.
PAULI, E. A.	Drawing	Bern, Kan.
PEPPLER, NORMAN	Drawing	Hanover, Ont.
RENNER, LEILA	Drawing	Racine, Wis.
RITZENTHALER, MISS	Water Color	Prairie View.

SCHENDEL, F. W.	Drawing	Olivia, Minn.
SCHENDEL, A. A.	Drawing	Renville, Minn.
SCHOENFELD, ELDA	Water Color	Fox Lake, Wis.
SCHUTZ, NETTA	Water Color	Naperville.
SHELLY, EDNA	Drawing	Traverse City, Mich.
SMITH, ERMA	Drawing	Plainfield.
SPEICHER, MISS	China	Naperville.
STARK, MRS.	China	Naperville.
STARK, BYRON	Water Color	Naperville
VAN CAMP, BEATRICE	Oil, Water Color	Decatur, Ind.
VOEGELEIN, ALICE	Water Color	Falls City, Nebr.
WAHL, C. B.	Drawing	Norwalk, Wis.
WARTMAN, ALICE	Water Color	Norwalk, Wis.
WEGNER, E. S.	Drawing	Omaha, Neb.
WELLNER, MRS.	China	Naperville.
WILLMING, C. B.	Drawing	Gilliam, Mo.
ZABEL, W. L.	Drawing	Holton, Kan.

SUMMARY.

College of Liberal Arts.

Graduate Students, (non-resident)	1
Seniors	24
Juniors	29
Sophomores	36
Freshmen	49
Special (College Grade)	4—143

Academy.

Fourth Year	20
Third Year	23
Second Year	33
First Year	32
Sub-Academy	38—146

German Department.

Pure German	40
English German	53— 93

School of Commerce.

Book-Keeping	25
Shorthand and Typewriting	23
Penmanship	30— 78

School of Music.

Piano	55
Organ	4
Violin	5
Voice Culture	45
History, Theory, Harmony, etc.	30
Singing Classes	30

Total Omitting Repetitions	144
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Art Department.

Painting, Drawing, etc.	45
Total	649
Deduct for repetitions	267
Total number of regular students	382
Total number of regular students last year.....	341
Taking Physical Culture but otherwise not considered, this year	56
Taking Physical Culture last year	61
Grand total including Physical Culture, this year.....	438
Grand total including Physical Culture, last year.....	402

OFFICERS OF ALUMNI ASSOCIATION.**For 1910—1911.***President*

S. E. KNECHT, '86.

First Vice-President

G. J. KIRN, '86.

Second Vice-President

W. C. GUNTHER, '04.

Secretary and Treasurer

FANNIE G. LAUVER, '08.

Executive Committee

S. E. KNECHT, '86.

G. J. KIRN, '86.

FANNIE G. LAUVER, '08.

LIST OF THE ALUMNI.

Class of 1866.

B. F. Dreisbach, FarmerCircleville, Ohio.
 Laura A. Pratt, (Mrs. A. Corbin)Plainfield.
 Florence Sims, (Mrs. A. Jordan)Ottawa.

Class of 1867.

Chas. A. Bucks, A. M., B. D., Retired Minister.....Aurora.
 Mellisa Davis, (Deceased)
 Mattie H. Dreisbach, (Mrs. L. M. Ernst)Raeco, Wash.
 E. C. Hager, A. M., LL. B., Banker, (Died February 7, 1902).....
 Mary A. Knobel, (Mrs. Spangler, Died August 29, 1907).....
 Anna M. Rohland, (Mrs. Chas. A. Bucks)Aurora.

Class of 1868.

Stephen Gascoigne, MinisterNoyakima, Wash.
 H. H. Rassweiler, A. M., State Agent N. A. Insurance Co., Naperville.
 Ella Young, (Mrs. E. W. Hicks, Died February 11, 1902).....

Class of 1869.

Libbie Chinn, (Mrs. A. W. Sindlinger)Denver, Col.
 Ella E. Hager, (Mrs. Chas. Fraser, Died April 6, 1883)
 Geo. W. Sindlinger, A. M., Prof. of Greek, N. W. College..Naperville.

Class of 1870.

Maria E. Murray, (Died December 29, 1876)
 G. C. Knobel, A. M., B. D., With Children's Home-Finding,....
 So. Chicago.
 C. F. Rassweiler, A. M.Naperville.

Class of 1871.

Amanda J. Dillman, (Died December 1, 1906)
 Mary E. Foran, (Mrs. Dougherty)Chicago.
 L. W. Yaggy, M. S., CapitalistLake Forest.

Class of 1872.

C. C. Beyrer, M. S., Minister	South Bend, Ind.
T. L. Haines, A. M., Central School Supply Co.....	Chicago.
Chas. N. Hazelton, M. S., M. D., Physician	Morrison.
Chas. Nauman, M. S., M. D., Physician	Circleville, Ohio.
Susie Neiswender, (Died October 13, 1877)	

Class of 1873.

J. W. Ferner, M. S., Minister	Beatrice, Neb.
Duncan McGregor, A. B., Minister	

Class of 1874.

John C. Augenstein, M. S., M. D., Physician	Batavia.
Dan F. Higgins, M. S., LL. B., Attorney at Law, (died Mar. 25, 1909)	
David Saseen, M. S.	
Peter E. Triem, A. M., M. D., Physician, (Died 1910).....	

Class of 1875.

Rose M. Cody, M. S., at home	Chicago.
Hiram S. Cody, M. S., (Died March 2, 1879)	
Ida T. Goodrich, H. E. L., at home	Naperville.
Albert Goldspohn, M. S., M. D., Physician and Lecturer	
Post Graduate Medical College	Chicago.
Mary L. Hanna, M. S., (Mrs. Beidler)	Hinsdale
Nannie L. Sevier, M. E. L., (Mrs. Guy Sabin) ...	Jonesboro, Tenn.
J. W. Troeger, A. M., Principal Public School	Chicago.

Class of 1876.

Myron J. Ewing, A. M., M. D.....	Findley, Ohio.
H. H. Goodrich, A. M., LL. B., Attorney at Law, (Died Jan. 7, 1906)	
Casper Hatz, M. E. L., Merchant	Aberdeen, S. Dak.
Emma Hannah, M. E. L., at home	Romulus, N. Y.
Chas. H. Hobart, M. E. L., Minister	Oakland, Cal.
W. F. Krah, M. S., Real Estate Agent	Houston, Tex.
Eilizabeth F. Marsh, M. S., (Mrs. B. C. Davies).....	Monrovia, Cal.
J. K. Rassweiler, A. M., (Died September 18, 1897).....	

Class of 1877.

Henry Arlen, A. M., Minister	Winona Lake, Ind.
Augustus Haefele, A. M., Minister	Ottawa, Ill.
Lizzie Keiper, M. S., (Mrs. F. G. Stauffer)	Chattanooga, Tenn.
Henry Schneider, M. S., Minister	Colorado Springs, Colo.
L. M. Umbach, A. M., Professor of Biology and Geology....	
N. W. College	Naperville.

Class of 1878.

C. H. Dreisbach, A. M., Minister	Redfield, S. Dak.
S. J. Gamertsfelder, A. M., D. D., Ph. D., Prin. U. B. Inst.,	Naperville.
Mollie L. Jones, L. E. L., (Mrs. Baker)	Manhattan.
Carrie N. Lewis, L. E. L.	Sanitarium, Cal
Ida V. Manbeck, L. E. C., (Mrs. Augustus Haefele....	Ottawa, Ill.
Thomas Murray, A. M., Minister, (Died April 7, 1883)	
Geo. H. Schneider, L. L. E., Real Estate Agent	Chicago.
J. F. Schlosstein, B. S., Editor	Cochrane, Wis.
Jeanette Shaw, L. E. L., Teacher	Chicago.
Clara A. Woods, L. E. L., (Mrs. Gibbs)	
Thomas W. Woodside, M. S., Missionary, Beguella, Angola, Africa.	

Class of 1879.

A. B. Augustine, A. M., Principal Public Schools, Died April 10, 1909.	
Arthur R. Cody, A. M., LL. B., Attorney-at-Law	Chicago.
A. R. Fouser, L. E. L., M. D., Physician	Canton, Ill.
M. Nellie Good, M. S., (Mrs. Geo. H. Schneider)	Chicago.
Cora P. Hide, M. S., (Mrs. C. H. Dreisbach)	Redfield, S. Dak.
H. F. Kletzing, A. M., Publisher, Died August, 1910	
J. F. Kletzing, A. M., Principal Public Schools	Chicago.
Jennie Lundy, L. E. L., (Died January 12, 1883)	
Rose M. Meck, L. E. L., (Mrs. S. L. Umbach, Died Jan. 3, 1897)....	
J. S. Reinhart, M. S., Minister, Died September 9, 1893)	
H. J. Shoemaker, M. S., M. D., Physician	Lock Haven, Pa.
J. G. Ziegler, M. S., Minister	Cleveland, Ohio.

Class of 1880.

Ida M. Butts, L. E. L., (Mrs. Beem, Died January 3, 1890)	
May I. Crampton, L. E. L., (Mrs. Andrus)	Naperville.

I. K. Devitt, L. E. L., MinisterSyracuse, N. Y.
 Etta Dexter, L. E. L., (Mrs. R. A. Cushman, Died March 14, 1904)..
 Jennie E. Goodrich, M. S., at homeNaperville.
 Bessie A. Hodges, L. E. L., (Mrs. P. H. Pilcher)Amboy.
 A. H. Huelster, A. M., AuditorOak Park.
 J. L. Nichols, A. M., Pubilsher, (Died August 18, 1895)
 Sarah S. Story, M. S., (Mrs. Green)Scranton, Pa.
 William Waltz, A. M., Professor Jurisprudence University
 Law SchoolBangor, Mo.
 E. C. Wicks, M. S., LL. B., Attorney-at-LawMendota.

Class of 1881.

Irving Goodrich, L. E. L., FarmerNaperville.
 D. M. Haines, L. E. L., (Died July 12, 1901).....
 R. H. Holcomb, A. M., Real Estate AgentAurora.
 H. S. Raymer, B. S., M. D., PhysicianCedar Rapids, Iowa.
 J. J. Stoll, M. S., M. D., PhysicianChicago.
 O. B. Stanard, R. M., M. D., Physician, (Died Aug. 14, 1901)
 J. C. Zinser, M. S., Principal Public SchoolsOregon City, Ore.
 F. W. Zollman, B. S., LL. B., Deputy State Attorney..St. Paul, Minn.

Class of 1882.

Emma G. Dreisbach, M. S., (Mrs. T. W. Woodside)....W. C. Africa.
 Moses C. Fry, B. S., MerchantKurtzville, Ont.
 Kezzie Keiper, L. E. L., (Mrs. S. H. Baumgartner).Indianapolis, Ind.
 U. B. Kletzing, A. B., in the employ of E. J. & G. Ry.....Glencoe.
 M. Naomi Kletzing, L. E. L., (Mrs. Kaercher) ...Sebewaing, Mich.
 Ira J. Schott, L. E. L., M. D.Naperville.
 Mary Valentine, L. E. L., (Mrs. S. E. Taylor)Fairfield.
 A. Lizzie Wagner, L. E. L., (Mrs. Keck, Died November 29, 1887)...

Class of 1883.

W. F. Benkelman, B. S.Owasso, Mich.
 Allie M. Bell, L. E. L., (Mrs. Taylor)Naperville.
 Mary S. Bucks, M. L., Preceptress and Professor of English
 Language, N. W. CollegeNaperville.
 Belle C. Hunter, L. E. L., Teacher in High School.....Mt. Carrol.
 C W. A. Lindeman, B. S., MerchantOttawa.

T. Claire Luse, A. M., MinisterRichmond, Mass.
 N. Allie Norbury, L. E. L., Teacher, (Died October 27, 1898).....
 Rose K. Pfeiffer, B. S., (Mrs. Luse, Died June 3, 1884)
 Zizzie B. Schreiner, B. S., (Mrs. G. W. Moyer) Salt Lake City, Utah.
 Mary D. Stanger, B. S., (Mrs. Entorf)Canon City, Col.
 E. F. Steffen, B. S., (Died September 9, 1906)
 W. L. Walker, A. B., Real Estate AgentChicago.

Class of 1884.

Laura M. Beyers, L. E. L., (Mrs. E. W. Huelster) ...Homer, N. Y.
 William Caton, A. B., Minister, (Died)
 Carrie Dahlem, L. E. L., (Died June 13, 1891)
 Lida A. Griswold, L. E. L., (Mrs. C. E. Bradley)Plano.
 F. A. Larck, A. M., Principal Harriet Beecher Stowe School.Chicago.
 Mary A. Messner, B. S., (Mrs. F. A. Larck, Died July 6, 1898)....
 W. A. Schultz, L. E. L., MinisterPolo.
 W. O. Seibert, B. S., Teacher

Class of 1885.

E. B. Baldwin, A. M., Artic ExplorerNew York City.
 Elizabeth Barnard, M. S., (Mrs. J. L. Nichols)Naperville.
 S. K. Heebner, B. S., (Died October 16, 1893)
 Ella M. Heidner, M. S., (Mrs. S. W. Goss)Indianapolis, Ind.
 Naomi Knight, A. M., (Mrs. O. M. EasterdayPalo Alto, Cal.
 Emma L. Muerner, L. E. L., Christian WorkNaperville.
 S. T. Schneider, L. E. L., Teacher, (Died August 18, 1893).....
 S. C. Schneider, B. S. MerchantChicago.
 H. C. Schultz, L. E. L., Cashier of BankWaterloo, Ia.
 Anna E. Shortess, A. B., (Mrs. I. C. Yeakel)Baltimore, Md.
 Enos M. Spreng, A. M., Ass't Editor "Evangelical Messenger"
Cleveland, O.
 J. H. Stube, B. S., Principal Jonathan Burr School.....Chicago.

Class of 1886.

Carrie J. Beyers, L. E. L., (Mrs. W. Strohecker)Chicago.
 Mattie Beckman, L. E. L., (Mrs. C. Strubler)Naperville.
 R. B. Ballou, L. E. L., (Died July 5, 1886)

L. E. Dickenson, L. E. L. LL. B., Attorney-at-LawChicago.
 G. J. Kirn, A. M., Ph. D., Professor of Apologetics and Biblical
 Instruction, N. W. CollegeNaperville.
 L. E. Knecht, B. S., LL. B., Attorney-at-LawChicago.
 J. G. Litt, A. M., MinisterSebringville, Ont.
 Maggie J. Paterson, L. E. L., (Mrs. Geo. Schmidt) ...Lake Forest.
 E. C. Rickenbrode, A. M., MinisterCoopertown, Pa.
 Sophia Schultz, B. S., at homeStockton.
 S. S. Stanger, M. S., PublisherChicago.

Class of 1887.

S. H. Baumgartner, L. E. L., MinisterIndianapolis, Ind.
 H. C. Bechtel, L. E. L., MinisterSprague, Wash.
 E. C. Breithaupt, L. E. L., (Died January 27, 1897)
 W. E. Clymer, L. E. L., M. D., PhysicianMt. Corey, Ohio.
 D. F. Fox, L. E. L., D. D., Minister and Lecturer..Pasadena, Cal.
 W. D. Huddle, B. S., MinisterMt. Corey, O.
 A. Y. Haist, B. S., MinisterBerlin, Ont.
 Louis Heininger, B. S., LL. B., Attorney-at-Law, Washington, D. C.
 W. L. Lerch, A. M., Ass't Manager German Insurance Co., Chicago.
 Hattie C. Miller, B. S., (Mrs. S. Stevens)Naperville.
 J. W. Michael, L. E. L., MinisterCedarville.
 Ida M. Pahlman, L. E. L., Principal Public Schools.....Chicago.
 James I. Seder, A. M., Minister.....Albuquerque, N. Mex.
 E. F. Seager, B. S., LL. B., Attorney-at-Law.....Fremont, Ohio.
 L. H. Seager, L. E. L., D. D., Pres. N. W. College...Naperville, Ill.
 A. H. Utzinger, M. S., MinisterMankato, Minn.
 Ira J. Schmucker, L. E. L., Traveling Salesman..Gibsonburg, Ohio.

Class of 1888.

E. W. Averill, A. B., MinisterPeru, Ind.
 Hope R. Cody, B. S., LL. B., (Died November 7, 1899).....
 J. G. Fidler, A. B., MinisterChicago.
 J. A. Hielscher, L. E. L., M. D., Student University of....
 MissouriRollo, Mo.
 Cora L. Haines, L. E. L., (Mrs. Jas. Boyer)Adamsville, Mich.
 Ellen S. Haines, L. E. L., TeacherSouth Bend, Ind.
 Peter C. Koch, A. B., MinisterMacquoketa, Iowa.

H. A. Kramer, A. M., Ass't Editor S. S. Literature...	Cleveland, O.
E. L. Kletzing, A. M., Principal Rose Hill Schools	Chicago.
J. J. Klopp, L. E. L., Minister	Stanton, Neb.
S. R. Meck, L. E. L., Principal George Washington School,	Chicago.
Laura E. Muerner, L. E. L., At Home	Naperville.
Zilia Mather, L. E. L., (Died September 28, 1890)	
Frank C. Neitz, A. M., Sec'y Mutual Aid Society.....	Cleveland, O.
H. Plantikow, L. E. L., Minister	Minneapolis, Minn.
W. F. Ross, A. B., Farmer	Havelock, Iowa.
Fannie E. Smith, M. S., (Mrs. F. Hildreth)	Terre Haute, Ind.
J. A. Snyder, A. B., Fruit Business	New Orleans, La.
Jennie M. Thompson, L. E. L., (Mrs. G. Losey)	Lincoln, Neb.

Class of 1890.

Blanche H. Belmont, B. S., (Mrs. W. L. Lerch)	Chicago.
J. H. Breasted, A. M., Ph. D., Professor of Egyptology, University of Chicago	Chicago.
Emma L. Lerch, B. S., Matron Sanitarium	Pasadena, Cal.
W. B. Rilling, L. E. L., Minister	Naperville.
Mattie E. Smith, A. B., (Mrs. R. E. Travis)	Belleville, N. J.
C. W. Wagner, L. E. L.	Zion City.

Class of 1891.

G. C. Gasser, M. S., B. D., Minister	Oswego.
W. A. Schutte, A. M., Minister	Naperville.
H. C. Schluter, M. S., Minister	Radeliffe, Iowa.

Class of 1892.

J. A. Hertel, B. S., Hertel & Jenkins Company	Naperville.
J. L. Strohm, B. S., LL. B., Attorney-at-Law	San Antonio, Tex.

Class of 1893.

Anna D. Elfrink, B. L., (Mrs. Brough)	Hebron, Ind.
Carrie Gamertsfelder, B. S., Teacher Orphan Home, Flat Rock,	Ohio.
Mary Gamertsfelder, B. S., Missionary	East Africa.
W. H. Gamertsfelder, B. S., Minister, (Died May 9, 1909)	
C. F. Hillman, M. S., Minister	Dumont, Iowa.

G. W. Miller, B. S., Minister	Lorain, Ohio.
Eldon Rannie, B. S., Farmer	Argos, Ind.
M. Schoenleben, B. S., B. D., Minister	Mankato, Minn.
H. M. Tayama, A. M., B. D., Teacher Seminary	Tokio, Japan.

Class of 1894.

J. H. Breish, M. S., Minister	Dayton, Ohio.
Thos. Finkbeiner, Ph. M., B. D., Professor of German, N. W. College	Naperville.
J. A. Giese, B. S., Minister	Geneseo.
A. B. Haist, B. S., Minister	Olney.
G. C. Meyer, A. M., Minister	Binghampton, N. Y.
G. P. Nauman, M. S.,	Mendota, Ill.
H. C. Nauman, B. S.	Alexandria, Ind.
E. E. Rife, M. S., Physical Director, and Ass't Professor of Mathematics, N. W. College	Naperville.

Class of 1895.

J. H. Brand, Ph. B., Minister	Louisville, Col.
H. A. Britzius, M. S., Principal Public Schools...	Minneapolis, Minn.
August Daeschner, Ph. M., Principal Public Schools...	Brighton, Col.
O. E. Ferner, B. S., Principal Public Schools	Radcliffe, Iowa.
Mamie E. Heidner, Ph. M., (Mrs. H. D. Guelich)....	Emporia, Kan.
Clara M. Iwan, Ph. M., Teacher	Streator.
J. F. Oyer, B. S., Merchant	Hennesey, Okla.
L. J. Stark, B. S., LL. B., Attorney-at-Law	Denver, Col.
F. P. Schumacher, B. S., Professor Arkansas Conference College	Siloam Springs, Ark.

Class of 1896.

C. B. Bowman, A. M., B. D., Professor of Apologetics, N. W. College	Naperville.
C. P. Cawelti, B. S., Minister	Des Moines, Ia.
Ezra E. Miller, Ph. B., General Manager Nichols Publish- ing Company	Naperville.
M. E. Nonnamaker, A. M., B. D., Professor of Physics and Chemistry, N. W. College	Naperville.
J. H. Rilling, B. S., Minister	Rochester, Ind.

S. C. Schaefer, B. S., Minister	Freeport.
Clara Smith, B. S., (Mrs. J. C. Zehnder)	St. Paul, Minn.
H. A. Smith, A. B., Teacher of Music, Theological Seminary, Chicago.	
W. H. Umbach, B. S.	New Hamburg, Ont.
Susie R. Wickel, B. S., (Mrs. L. Oswald)	Los Angeles, Cal.
J. C. Zehnder, B. S., LL. B., Attorney-at-Law	St. Paul, Minn.

Class of 1897.

H. D. Guelich, A. M., Director Conservatory of Music..	Emporia, Kan.
S. M. Hauch, Ph. B., Minister	Stratford, Ont.
G. B. Kimmel, A. B., Minister	Indianapolis, Ind.
Alden Knickerbocker, B. S.	Chicago.
E. J. Oliver, A. B., Minister, (Died April 15, 1901)	
G. F. Rassweiler, Ph. B., Minister	
Lucy J. Smith, B. S., (Mrs. W. L. Nauman)	Cleveland, O.
C. H. Vandersall, B. S., Minister	Lindsey, O.

Class of 1898.

B. F. Elfrink, B. S., M. D., Physician	Chenoa.
Felix M. Gingerich, A. B., Minister	Hazleton, Pa.
John J. Heilman, B. S., Y. M. C. A. Secretary.....	California.
Walter J. Miller, B. S., LL. B., Attorney-at-Law.....	Chicago.
Edna G. Sindlinger, A. M., R. N., Principal Nurses' Training School, Deaconess Hospital	Chicago.
S. J. Umbreit, Ph. M., Missionary	Tokio, Japan.
W. A. Vandersall, A. B., Minister	Findlay, O.

Class of 1899.

Susan M. Bauernfeind, Ph. M., Missionary	Tokio, Japan.
Adelaide B. Elfrink, B. L., (Mrs. H. Langhorst).....	Elmhurst.
Herman A. Franzke, Ph. B., Minister	Whitewater, Wis.
Anna Kammerer, Ph. M., (Mrs. C. E. Ranck).Chen Chow Fu, China.	
Christina Koch, Ph. B., Teacher	Humboldt, Minn.
Gustavus Krinke, Ph. B., Minister	North Redwood, Minn.
Henry L. Muerner, Ph. B., Minister.....	Toronto, Ont.
W. L. Nauman, Ph. B., Minister	Cleveland, O.
Clarence E. Ranck, Ph. M., Missionary	Chen Chow Fu, China.
Elmina E. Ranck, Ph. M., Missionary	Tokio, Japan.

Frederick H. Shoedinger, Ph. B., LL. B., Attorney-at-Law
 Columbus, Ohio.
 Frederick H. Schuermeier, M. S., M. D., Physician.....Elgin, Ill.
 Benjamin B. Van Kannel, Ph. B., Salesman.....New York City.
 Florence S. Yaggy, A. B., (Mrs. C. H. Vandersall)....Lindsey, O.

Class of 1900.

Mae E. Ballou, B. L., (Mrs. B. Beckman)Naperville.
 Frederick G. Behner, A. M., MinisterXenia, O.
 Lafayette L. Orth, Ph. B., Theological StudentEvanston.
 S. A. Reik, B. S., MerchantDanville.
 S. J. Stauffacher, Ph. B., TeacherMonroe, Wis.
 Warren F. Teel, Ph. M., Principal Schuylkill Seminary, Reading, Pa.
 Christian J. Wuertz, Ph. B.....Wenatchee, Wash.
 Elizabeth M. Yost, B. S., (Mrs. R. N. Ballou).....Naperville.

Class of 1901.

Wm. E. Birr, Ph. M., Teacher High SchoolSt. Louis, Mo.
 John W. Haman, Ph. M., MinisterChippawa Falls, Wis.
 W. C. Hallwachs, Ph. B., MinisterOak Park, Ill.
 Elva M. Harter, M. S., (Mrs. H. H. Hendricks)Everett, Wash.
 Herman H. Hendricks, A. M., LL. B., Attorney-at-Law, Everett, Wash.
 Luella E. Kiekhoefer, Ph. M.Mexico, Mo.
 Mayme E. Kiekhoefer, Ph. M., (Mrs. J. J. Bohlander)....
 Montevideo, Minn.

Edwin D. McHose, Ph. M., Professor of Science, Schuylkill
 SeminaryReading, Pa.
 Edward W. Niederhauser, Ph. B., (Died August 29, 1905)
 Bert Slick, B. S., D. D. S., DentistNaperville.
 Chas. A. Smith. A. B., Engineer, (Died October 20, 1908)

Class of 1902.

Warren A. Baker, Ph. B., EditorNew York City.
 August Bast, B. S., TeacherElmwood, Neb.
 John J. Bohlander, Ph. M., Supt. of Schools.....Montevideo, Minn.
 Edith L. Fox, Ph. B., (Mrs. Brandenburg)Sturgis, Mich.
 John J. Franzkie, Ph. M., Attorney-at-Law.....Marinette, Wis.
 Luella V. Granger, M. S., (Mrs. A. C. Unger)Philadelphia.

Ida L. Hatz, Ph. B., (Mrs. J. F. Bohler)	Pullman, Wash.
Frank W. Heilman, Ph. B.....	Portland, Ore.
Chas. Hetche, A. B.	Naperville.
Winifred D. Keller, A. B., (Mrs. W. C. Hallwachs)...	Oak Park, Ill.
Frank Naegli, A. B., Medical Student	Chicago.
H. C. Powell, A. B., Minister.....	Pierson, Ia.
Laura Rich, B. S., (Mrs. M. Garman)	Naperville.
Bertha E. Simpson, Ph. M., Missionary	East Africa.
Chas. C. Stettbacher, Ph. B., Minister	Appleton, Minn.
W. C. Uebele, Ph. B., Minister	Baraboo, Wis.
Esmeralda Umbach, B. S., (Mrs. W. J. Miller)	Chicago.
Lulu Wagner, Ph. B., (Mrs. S. A. Reik)	Danville.
Daniel H. Wing, Ph. B., Minister	Hamilton, Ont.
Richard H. Zachman, Ph. B., Minister	Oglesby.

Class of 1903.

Adam E. Diller, B. S., M. D., Physician	Aurora.
Jacob H. Ehlers, B. L., Minister.....	Memphis, Tenn.
Etta L. Ernst, B. L., (Mrs. E. Olp)	Evanston.
Nellie Frank, A. B., (Mrs. Chas. A. Smith)	Elkhart, Ind.
Ethel Gibson, Ph. B., Librarian N. W. College	Naperville.
R. L. Gress, Ph. B., Minister	W. Geneva, N. Y.
Ernest Kelhofer, A. B., Missionary	Chen Chow Fu, China.
Lora C. Minch, Ph. B., (Mrs. A. Butzbach)..	Chen Chow Fu, China.
O. C. Penticoff, Ph. M., Minister	Caro, Mich.
Clifford D. Rarey, B. S., Minister	Ft. Wayne, Ind.
A. R. Rickli, M. S., M. D., Physiclan	Naperville.
F. Schumacher, Ph. M., Teacher, High School ...	Sioux Falls, S. Dak.
C. J. Stauffacher, B. S., Medical Student	Chicago, Ill.
R. C. Stoll, Ph. M., Minister	Lewiston, N. Y.
Walter L. Wenger, Ph. B., LL. B., Attorney-at-Law.....	Chicago.

Class of 1904.

Albert Butzbach, Ph. B., Missionary	Chen Chow Fu, China.
Gustav J. Degenkolb, Ph. M., Minister.....	Mt. Pulaski.
Milton G. Husser, Ph. M., Y. M. C. A. Secretary....	Spokane, Wash.
Lillian F. Kiekhoefer, Ph. M., (Mrs. H. E. Griebenow)....	

.....	Mountain Lake, Minn.
Wm. H. Kiekhoefer, Ph. B.	Berlin, Germany.
Chas. F. Kliphardt, Ph. B., Minister	Junction City, Kan.
Delbert C. Ostroth, Ph. M., Minister	Ionia, Mich.
Wm. W. Peter, Ph. M., Physician	Toledo, O.
John F. D. Schneider, Ph. M., Salesman	Salt Lake City, Utah.
Lawrence Sohl, Ph. M., Minister	South Ridge, Ohio.
Daniel W. Staffeld, Ph. B., Minister	Pawtucket, R. I.
Edward M. Umbach, A. M., Minister	Chattsworth.

Class of 1905.

Chas. F. Boller, A. M., Editor	Port Allegheny, Pa.
Lester L. Bower, Ph. B., Teacher in High School ..	Cleveland, Ohio.
Geo. F. Courrier, Ph. M., Minister	Lockport.
H. E. Griebenow, Ph. B., Teacher in High School	
.....	Mountain Lake, Minn.
G. R. Ingalls, Ph. B., County Supt. of Schools	Madison, Minn.
Lena M. Lenhardt, B. L., Teacher	Cincinnati, O.
F. W. Luehring, Ph. M., Salesman	Chicago.
C. E. Maves, Ph. M., Minister	Iron River, Wis.
W. A. Nonnamaker, M. S., Teacher	Duluth, Minn.
F. K. Rich, Ph. M., Minister	Sheridan.
J. W. Schafer, Ph. B., Teacher	Jewell City, Kan.
Ella M. Schneller, Ph. M., (Mrs. D. H. Wing)	Hamilton, Ont.
W. H. Schuster, Ph. M., Minister	Allegheny, Pa.
Edwin L. Theiss, A. M., Student Chicago University	Chicago.
Edward G. Vaubel, Ph. M., Minister	Chatsworth, Ill.
A. H. Voegelien, Ph. M., Teacher	Roco, Neb.

Class of 1906.

O. M. Albig, A. M., Instructor in Latin, N. W. College ..	Naperville.
Rose Barnard, B. S., At Home	Naperville.
Leila N. Danuser, Ph. B., Teacher in High School, Crown Point, Ind.	
J. G. Feucht, Ph. M., Minister	Walnut.
Felix F. Herzog, Ph. B., Teacher, (Died Dec. 15, 1907)	
E. E. Keiser, Ph. B., Minister	Foreston.
Agnes Peebles, Ph. B., (Mrs. C. Hirschman)	Ft. Wayne, Ind.
Geo. Schlafer, Ph. B., Teacher	Dixon.

Frederich S. Seegmiller, Ph. B., Teacher in High School..Knoxville.
 G. A. Stierle, Ph. B., MinisterElberfeld, Ind.
 H. H. Strubler, B. S., With Hertel & Jenkins Co.....Chicago.
 D. W. Wise, Ph. M., MinisterDecatur, Ind.
 F. A. Zeller, Ph. B., MinisterSwift Current, Sask.

Class of 1907.

Clyde E. Boyer, A. B., MinisterIndianapolis, Ind.
 Robert W. Duel, Ph. B., MinisterOsakis, Minn.
 Edwin E. Erffmeyer, Ph. B., MinisterMarion, Kan.
 Arthur A. Franzke, Ph. B., Teacher in High School.....Paw Paw.
 Mabel E. Gamertsfelder, A. B., (Mrs. F. C. Armstrong)....
 St. Ignace, Mich.
 Theodore L. Harder, Ph. B., StudentChicago.
 Carl A. Hirschman, Ph. B., MinisterFt. Wayne, Ind.
 Charles E. Lamale, A. B., Theological StudentChicago.
 Albert W. Marker, A. B., TeacherLogansport, Ind.
 Paul S. Mayer, Ph. B., MissionaryTokio, Japan.
 William W. Nash, Ph. B., MinisterSan Francisco, Cal.
 Edwin J. Nickell, Ph. B., MinisterBrodhead, Wis.
 Elmer R. Schutz, B. S., Teacher in High School, North Platte, Neb.
 Paul J. Speicher, B. S., Pres. Independent Telephone Co..
 Urbana, Ind.
 Harry E. Straub, Ph. B., MinisterKarlsburg, Wis.
 William M. Vogel, B. S., Principal High School.....Brainerd, Minn.

Class of 1908.

Chester J. Attig, Ph. B., Teacher of Science, High School..
 Leavenworth, Kan.
 R. M. Broadbooks, Ph. B., Theological StudentChicago.
 Augusta B. Buscho, Ph. B., Teacher in High School, Montevideo, Minn.
 Edwin F. George, Ph. B., Teacher in English, Bradley In-
 stitute Peoria.
 E. E. Gloege, Ph. B., Principal High SchoolMadison, Minn.
 Harry W. Graunke, Ph. B., MinisterBucyrus, O.
 S. F. Hilgenfeld, Ph. B., MinisterCalifornia.
 Albert A. Krug, Ph. B., Minister.....Iron River, Wis.
 Fannie Lauver, Ph. B., Instructor in English, N. W. Col-

lege Naperville.
 Alice Niederhauser, Ph. B., Y. W. C. A. Secretary..Brooklyn ,N. Y.
 Milton W. Strahler, B. S., Theological StudentChicago.
 Sara Wellner, Ph. B., (Mrs. L. Schneller)Wausau, Wis.

Class of 1909.

G. E. Alstadt, Ph. B., Theological Student, Vanderbilt Uni-
 versity Nashville, Tenn.
 John M. Beck, Ph. B., Student in U. B. InstituteNaperville.
 R. T. Daeschner, Ph. B., TeacherPreston, Neb.
 C. E. Deetz, B. S., Teacher of Science High School, So. Wayne, Wis.
 Lucinda Dennstedt, Ph. B., Teacher in High School, Bolomfield, Neb.
 Alda L. Devitt, Ph. B., Teacher in High School.....Kewaunee, Wis.
 Carl C. Gamertsfelder, A. B., Teacher in High School, Dowagiac, Neb.
 Marie Gocker, Ph. B., Student in E. T. S.....Naperville.
 A. W. Gross, Ph. B., TeacherWinslow.
 Wm. H. Halmhuber, Ph. B., Student in E. T. S.....Naperville.
 Edward Himmel, B. S., Instr'or in Science, N. W. College, Naperville.
 Gerald Kirn, Ph. B., Teacher of Science, High School, Faribault, Minn.
 W. W. Krueger, Ph. B., MinisterPrairie Farm, Wis.
 Lucas Nanninga, Ph. B., Student in E. T. S.....Naperville.
 W. B. Oldt, Ph. B., MinisterSouth Chicago.
 H. B. Schaeffer, Ph. B., Student in E. T. S.....Naperville.
 Benj. F. Schirer, A. B., Teacher, Latin and Manual Train-
 ing Madison, Minn.
 Benj. T. Schwab, Ph. B., Student in E. T. S.Naperville.
 John S. Stamm, Ph. B., Student in E. T. S.Naperville.
 Mabel L. Tillson, Ph. B., TeacherDes Plaines.

Class of 1910.

Lillian Arends, B. S., At HomeNaperville.
 Florence Erffmeyer, Ph. B., TeacherFlat Rock, O.
 Lewis Feik, B. A., Teacher in High School.....Madison, Minn.
 W. S. Gamertsfelder, B. A., Student in E. T. S.....Naperville.
 Emil Grutzmacher, Ph. B.,Rogers Park, Ill.
 Colin Higgins, B. S., TeacherYorkville, Ill.
 John P. Himmel, B. S., TeacherRadcliffe, Ia.
 R. B. Leedy, B. A., Student in E. T. S.Naperville.

C. D. Loose, B. A., Teacher	Ida Grove, Ia.
Andrew J. Mattill, B. S.,	Falls City, Nebr.
E. J. Miller, Ph. B., Teacher	Savannah, Ill.
H. W. Prehm, B. S., Student in N. W. Medical School.....	Chicago.
C. I. Roller, Ph. B., Teacher	Monmouth, Ill.
G. H. Roller, B. A., Ph. B., Teacher	Decorah, Ia.
W. W. Schirmer, Ph. B., Teacher	Holton, Kan.
Lena M. Schroeder, Ph. B., At Home	Geneva, New York.
Clinton F. Smith, Ph. B., Minister	La Porte City, Ia.
A. D. Stauffacher, B. A., Student in E. T. S.....	Naperville.
D. Vaubel, Ph. B., Teacher	Arapaho, Okla.
Lewis Weide, Ph. B., Student in E. T. S.....	Naperville.

Whole Number of Alumni.

Ladies	119
Gentlemen	304
<hr/>	
Total	423

Number of Alumni Living.

Ladies	103
Gentlemen	283
<hr/>	
Total	386

ALPHABETICAL REGISTER OF THE ALUMNI.

Albig, Orville M.	'06	Britzius, H. A.	'95
Alstadt, G. E.	'09	Broadbooks, R. M.	'08
Arends, Lillian M.	'10	Bucks, Chas. A.	'67
Arlen, Henry	'77	Bucks, Mary S.	'83
Attig, Chester	'08	Buscho, Augusta	'08
Augustein, J. C.	'74	Butts, Ida M.	'80
Augustin, A. B.	'79	Butzbach, Albert	'04
Averill, E. W.	'88	Caton, William	'84
Baker, Warren A.	'02	Cawelti, G. P.	'93
Baldwin, E. B.	'85	Chinn, Libbie	'69
Ballou, Mae E.	'00	Clymer, W. E.	'87
Ballou, R. B.	'86	Cody, Hiram S.	'75
Barnard, Elizabeth	'85	Cody, Hope R.	'88
Barnard, Rose A.	'06	Cody, Rose	'75
Bast, August	'02	Cody, Arthur B.	'79
Bauerfeinw, Susan M.	'99	Crampton, Mae I.	'80
Baumgartner, S. H.	'87	Courier, G. F.	'05
Beck, John M.	'09	Daeschner, August	'95
Beckman, Mattie	'86	Daeschner, R. T.	'09
Behner, F. G.	'00	Dahlem, Carrie	'84
Beightol, H. I.	'87	Da Nuser, Leila	'06
Bell, Allie M.	'83	Davis, Melissa	'67
Belmont, Blanche	'90	Deetz, C. E.	'09
Benkleman, W. F.	'83	Degenkolb, G. J.	'04
Beyers, Laura M.	'84	Dennstedt, Lucinda	'09
Beyrer, C. C.	'72	Devitt, Alda	'09
Birr, W. E.	'01	Devitt, I. K.	'80
Bohlander, J. J.	'02	Dexter, Etta	'80
Boller, Chas. F.	'05	Dickinson, L. E.	'86
Bower, Lester L.	'05	Diller, Adam E.	'03
Bowman, C. B.	'96	Dillman, Amanda J.	'71
Boyer, C.	'07	Dreisbach, Emma G.	'82
Brand, J. H.	'90	Dreisbach, B. F.	'66
Breasted, J. H.	'90	Dreisbach, C. H.	'78
Breish, J. H.	'94	Dreisbach, Mattie H.	'67
Breithaupt, E. C.	'87	Duel, R.	'07

Ehlers, Jacob H.	'03	Good, Nellie	'79
Elfrink, Adelaide B.	'99	Goodrich, H. H.	'76
Elfrink, Anna D.	'93	Goodrich, Ida T.	'75
Elfrink, B. F.	'98	Goodrich, Irving	'81
Ernst, Etta L.	'03	Goodrich, Jennie	'80
Erffmeyer, Florence	'10	Granger, Luella V.	'02
Erffmeyer, E. E.	'07	Graunke, Harry	'08
Ewing, Myron J.	'76	Gress, R. L.	'03
Feik, Lewis W.	'10	Griebenow, H. E.	'05
Ferner, J. W.	'73	Griswold, Lida A.	'84
Ferner, O. A.	'95	Gross, A. W.	'09
Feucht, Jacob G.	'06	Gruetzmacher, Emil A.	'10
Fidder, J. G.	'88	Guelich, H. D.	'97
Finkbeiner, Thos.	'94	Gunther, W. C.	'04
Foran, Mary E.	'71	Haefele, Augustus	'77
Fouser, A. R.	'79	Hager, E. C.	'67
Fox, D. F.	'87	Hager, Ella E.	'69
Fox, Edith L.	'02	Haines, Cora L.	'88
Frank, Nellie E.	'03	Haines, D. M.	'81
Franzke, A. A.	'07	Haines, Ellen S.	'88
Franzke, John J.	'02	Haines, T. L.	'72
Franzke, H. A.	'99	Haist, A. B.	'94
Fry, Moses C.	'82	Haist, A. Y.	'87
Gamertsfelder, S. J.	'78	Hallwachs, W. C.	'01
Gamertsfelder, Carrie	'93	Halmhuber, W. H.	'09
Gamertsfelder, Mary	'92	Haman, J. W.	'01
Gamertsfelder, W. H.	'93	Hanna, Mary L.	'75
Gamertsfelder, W. S.	'10	Hannah, Emma	'76
Gamertsfelder, Mabel	'07	Harter, T. L.	'07
Gamertsfelder, Carl	'09	Harter, Elva M.	'01
Gascoigne, Stephen	'68	Hatz, C.	'76
Gasser, Geo. C.	'91	Hatz, Ida	'02
George, Edwin	'08	Hauch, S. M.	'97
Gibson, Ethel	'03	Hazelton, C. N.	'72
Giese, J. A.	'94	Heebner, S. K.	'85
Gingrich, Felix M.	'98	Heidner, Ella M.	'85
Gloege, E. E.	'08	Heidner, Mamie E.	'95
Gocker, Marie	'09	Heininger, Louis	'87
Goldspohn, Albert *	'75	Heilman, Frank W.	'02

Heilman, John J.	'98	Keltzing, J. F.	'79
Hendricks, H. H.	'01	Kletzing, M. Naomi	'82
Hertel, J. A.	'92	Kletzing, U. B.	'82
Herzog, Felix F.	'06	Kletzing, E. L.	'88
Hetche, Chas.	'02	Klopp, J. J.	'88
Hielscher, J. A.	'88	Kliphardt, Chas. F.	'04
Hilgenfeld, S. F.	'08	Knecht, L. E.	'86
Hillman, C. F.	'93	Knickerbocker, Alden	'97
Himmel, Edward	'09	Knight, Luther	'02
Himmel, John P.	'10	Knight, Naomi	'85
Higgins, D. F.	'74	Knobel, Mary A.	'67
Higgins, Colin	'10	Knobel, G. G.	'70
Hirschman, C. A.	'07	Koch, Christina	'99
Hobert, Chas H.	'76	Koch, Peter	'88
Holcomb, R. H.	'81	Kohlander, C. H.	'11
Hodges, Bessie A.	'80	Krahl, W. F.	'76
Huebner, S. H.	'85	Kramer, H. A.	'88
Huelster, A. H.	'80	Krienke, G. J.	'99
Huddle, W. D.	'87	Krueger, W. W.	'09
Hunter, Belle C.	'87	Krug, A. A.	'08
Husser, Milton G.	'04	Lamale, C. E.	'07
Hyde, Cora P.	'79	Larck, F. A.	'84
Ingalls, G. R.	'05	Lauver, Fannie	'08
Iwan, Clara M.	'95	Leedy, R. B.	'10
Jones, Mollie L.	'78	Lenhardt, Lena M.	'05
Kammerer, Anna	'99	Lerch, Emma L.	'90
Keiper, Kezzie	'82	Lerch, W. L.	'87
Keiper, Lizzie	'77	Lewis, Carrie N.	'78
Keiser, Edmund E.	'06	Lindemann, C. W. A.	'83
Keller, Winnifred D.	'02	Litt, G. J.	'86
Kelhoefer, Ernst	'03	Loose, Clarence D.	'10
Kiekhoefer, Luella E.	'01	Luehring, F. W.	'05
Kiekhoefer, Mayme	'01	Lundy, Jennie	'79
Kiekhoefer, Lillian	'04	Luse, T. Claire	'83
Kiekhoefer, W. H.	'04	Manbeck, Ida V.	'78
Kimmel, G. B.	'97	Marker, A. W.	'07
Kirn, G. J.	'86	Marsh, Elizabeth F.	'76
Kirn, Gerald	'09	Mather, Zillia	'88
Kletzing, H. F.	'79	Mattill, Andrew J.	'10

Mayer, P. S.	'07	Ostroth, D. C.	'04
Maves, C. E.	'05	Oyer, J. F.	'95
McGregor, Duncan	'73	Pahlman, Ida M.	'87
McHose, Edwin D.	'01	Patterson, Maggie J.	'86
Meck, Rose R.	'79	Peebles, Agnes H.	'06
Meck, S. R.	'88	Penticoff, O. C.	'03
Messner, Mary	'84	Peter, W. W.	'04
Meyer, G. C.	'94	Pfeiffer, Rose K.	'83
Michael, J. W.	'87	Plantikow, Herman	'88
Miller, E. E.	'96	Pratt, Laura A.	'66
Miller, Hattie C.	'87	Powell, H. C.	'02
Miller, Walter J.	'98	Priem, Harry	'10
Miller, G. W.	'93	Ranck, C. E.	'99
Miller, Edwin J.	'10	Ranck, Elmina E.	'99
Minch, Lora C.	'03	Ranney, Eldon	'93
Muernerr, Emma C.	'85	Rarey, C. D.	'03
Muerner, Laura E.	'89	Rassweiler, C. F.	'69
Muerner, Henry L.	'99	Rassweiler, G. F.	'97
Murray, Maria E.	'70	Rassweiler, H. H.	'68
Murray, Thos.	'78	Rassweiler, J. K.	'68
Naegli, Frank	'02	Raymer, H. S.	'81
Nanninga, Lucas	'09	Reik, S. A.	'00
Nash, W. W.	'07	Reinhart, J. S.	'79
Nauman, Chas.	'72	Rich, F. K.	'05
Nauman, Geo. P.	'94	Rich, Laura	'02
Nauman, H. C.	'94	Rickenbrode, E. C.	'86
Nauman, W. L.	'99	Rickli, Arthur	'03
Neiswender, Susie	'72	Rife, E. E.	'94
Neitz, Frank C.	'88	Rilling, J. H.	'96
Nickel, E. J.	'07	Rilling, W. B.	'90
Nichols, J. L.	'80	Rohland, Anna M.	'67
Niederhauser, Alice	'08	Roller, C. I.	'10
Niederhauser, E. W.	'01	Roller, G. H.	'10
Nonnamaker, M. E.	'96	Ross, W. F.	'88
Nonnamaker, W. A.	'05	Sasseen, David	'74
Norbury, Alice M.	'83	Schaefer, J. C.	'96
Oldt, W. B.	'09	Schafer, J. W.	'05
Oliver, E. J.	'97	Schaeffer, H. B.	'09
Orth, L. L.	'00	Schirer, Benj. F.	'09

Schlafer, Geo. E.	'06	Slick, Bert	'01
Schirmer, W. W.	'10	Smith, Clara	'96
Schluter, H. C.	'91	Smith, C. F.	'10
Schlosstein, J. F.	'78	Smith, H. L.	'10
Schmucker, I. J.	'87	Smith, Chas. A.	'01
Schneider, Geo. H.	'78	Smith, Fannie E.	'88
Schneider, Henry	'77	Smith, Henry A.	'96
Schneider, J. C.	'85	Smith, Mattie E.	'90
Schneider, J. F. D.	'04	Smith, Lucy J.	'97
Schneider, S. F.	'85	Snyder, J. A.	'88
Schneller, Ella M.	'05	Sohl, Lawrence	'04
Schoedinger, Fred H.	'99	Spreng, E. M.	'85
Schoenleben, M.	'93	Speicher, P. J.	'08
Schroeder, Lena M.	'10	Staffeld, D. W.	'04
Schreiner, Lizzie B.	'83	Stamm, J. S.	'09
Schuermeier, F. C.	'99	Stanard, O. B.	'81
Schultz, H. C.	'85	Stanger, Mary D.	'83
Schultz, Sophia	'86	Stanger, S. S.	'86
Schultz, W. A.	'84	Stard, L. J.	'95
Schumacher, F. P.	'95	Stauffacher, A. D.	'10
Schumacher, Ferdinand ...	'03	Stauffacher, C. J.	'03
Schuster, W. H.	'05	Stauffacher, S. J.	'00
Schutte, W. A.	'91	Steffen, E. F.	'83
Schutz, E.	'07	Stettbacher, C. C.	'02
Schwab, Benj. T.	'09	Stierle, G. A.	'06
Seager, F. E.	'87	Stoll, S. J.	'81
Seager, L. H.	'87	Stoll, R. C.	'03
Seder, James I.	'87	Story, Sarah S.	'80
Seigmiller, F. S.	'06	Strahler, Milton	'08
Seibert, W. O.	'84	Straub, H. E.	'07
Sevier, Nannie L.	'75	Strom, J. L.	'93
Shaw, Nettie	'78	Strubler, H. H.	'06
Shoemaker, H. J.	'79	Stubble, J. H.	'85
Shortess, Anna E.	'85	Tayama, H. M.	'93
Schott, Ira J.	'82	Teel, Warren F.	'00
Sims, Florence	'66	Theiss, Edwin L.	'05
Simpson, Bertha E.	'02	Thompson, Jennie M.	'88
Sindlinger, Edna G.	'98	Tillson, Mabel L.	'09
Sindlinger, G. W.	'69	Triem, Peter E.	'74

Troeger, J. W.	'72	Wellner, Sarah	'08
Uebele, W. C.	'02	Weide, L. G.	'10
Umbach, Emerelda	'02	Wenger, W. L.	'03
Umbach, E. M.	'04	Wickel, Susie	'96
Umbach, L. M.	'77	Wicks, E. C.	'80
Umbach, W. H.	'96	Wing, Daniel H.	'02
Umbreit, S. J.	'98	Wise, David	'06
Utzinger, A. H.	'87	Wood, Clara A.	'78
Valentine, Mary	'82	Woodside, Thos. W.	'78
Vandersall, C. H.	'97	Wurtz, C. J.	'00
Vandersall, W. A.	'98	Yaggy, L. W.	'71
Van Kannell, B. F.	'99	Yaggy, Florence	'99
Vaubel, E. G.	'05	Yost, Eilzabeth M.	'00
Vaubel, Daniel J.	'10	Young, Ella	'68
Voegelein, A. H.	'05	Zachman, R. H.	'02
Vogel, W. M.	'07	Zehnder, J. C.	'96
Wagner, C. W.	'90	Zeller, Francis A.	'06
Wagner, Lizzie A.	'82	Ziegler, J. C.	'79
Wagner, Lulu	'02	Zinser, J. C.	'81
Walker, W. L.	'83	Zollman, F. W.	'81
Waltz, William	'80		

STUDIES AND RECITATION PERIOD.

	PERIOD		PERIOD
Analytical Geometry	2.00	German, English 1st year..	11.00
Algebra, 1st year	7.30	German, English 2nd year..	3.00
Algebra, 2nd year	11.00	German, English 3rd year..	11.00
Algebra, College	10.00	German, English 4th year..	2.00
Astronomy	7.30	Greek, 1st year	7.30
Biology	1.00	Greek, 2nd year	3.00
Botany El.	7.30	Greek, 3rd year	8.30
Botany, General	10.00	Greek, 4th year	2.00
Botany, Advanced	3.00	History, American	10.00
Calculus	2.00	History, Ancient	11.00
Chemistry, El.	8.30	History, Medieval	10.00
Chemistry, General	1.00	History, Modern	3.00
Chemistry, Advanced	10.00	History, English	4.00
Chemistry, Organic	10.00	History, Economic	3.00
Civics	10.00	History, Adv. American....	3.00
Constitutional Law	2.00	International Law	2.00
Economics	11.00	Latin, 1st year	1.00
Education	3.00	Latin, 2nd year	7.30
English, 1st year	8.30	Latin, 3rd year	10.00
English, El. Rhet.	8.30	Latin, 4th year	8.30
English, Am. Lit.	2.00	Latin, 5th year	1.00
English, El. Eng. Lit.....	11.00	Psychology	8.30
English, Freshman	7.30	Philosophy	11.00
English, Sophomore	1.00	Physiology	2.00
English, Junior	1.00	Physics, El.	1.00
Ethics	7.30	Physics, College	7.30
French, 1st year	8.30	Political Science	7.30
French, 2nd year	2.00	Religion, Science of	10.00
Geology	11.00	Sociology	8.30
Geometry	8.30	Surveying	2.00
German, Gram.	10.00	Trigonometry	3.00
German, 2nd year	10.00	Zoology, El.	7.30
German, Rhetoric	10.00	Zoology, Gen.	10.00
German, Literature	2.00	Zoology, Adv.	8.30

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Scott
11/12

North-Western College . . . Bulletin

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

The
College Catalogue
1911 -- 1912

Naperville, Illinois

April 1912

The ANNUAL
CATALOGUE

...OF...

North-Western
College

For the Fifty-First Session
1911—1912

WITH ANNOUNCEMENTS FOR 1912—1913

NAPERVILLE, ILLINOIS
APRIL 1912

CORRESPONDENCE.

Correspondence addressed to the President of North-Western College may be expected to reach the proper department.

All requests for annual catalogs and other publications of the College, as well as all inquiries concerning entrance requirements should be addressed to the President.

Correspondence relating to the work of the Academy of North-Western College may be addressed to the Principal.

Correspondence pertaining to general matters of business should be addressed to the Treasurer.

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1911

SEPTEMBER.	OCTOBER.	NOVEMBER.	DECEMBER.
SMTWTFSS	SMTWTFSS	SMTWTFSS	SMTWTFSS
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1912

JANUARY.	FEBRUARY.	MARCH.	APRIL.
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1913

JANUARY.	FEBRUARY.	MARCH.	APRIL.
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CALENDAR 1912-13.**1912**

February 5—Second Semester Begins.....	Monday
March 15—College Oratorical Contest, Good Prize.....	Friday
April 1—Spring Term Begins.....	Monday
April 19—Academy Oratorical Contest, Elgin Prize.....	Friday
May 17—Freshman Contest, Heatherton Prize.....	Friday
May 18—College Day.....	Saturday
May 21—Annual Meeting of Board of Trustees.....	Tuesday
May 30—Memorial Day	Thursday
June 15—Graduating Exercises of School of Commerce....	Saturday
June 16—(Morning— Baccalaureate Sermon	Sunday
June 16—(Evening) Address before the Christian Associa- tions	Sunday
June 17—Graduating Exercises of the School of Music.....	Monday
June 18—Graduating Exercises of the Academy.....	Tuesday
June 19—Class Day.....	Wednesday
June 19—Art Exhibit (Student's Work).....	Wednesday
June 19—Commencement Concert	Wednesday
June 20—Commencement	Thursday
June 20—Alumni Anniversary	Thursday
September 17, 18—Entrance Examinations and Enrollment	Tuesday and Wednesday
September 18—First Semester and Fall Term Begin——	Wednesday
November 28 to December 2—Thanksgiving Recess.....	
.....	Thursday to Monday
December 20—Holiday Vacation	Friday

1913

January 7—Winter Term Begins.....	Tuesday
February 2—Day of Prayer for Colleges.....	Sunday
February 3—Second Semester Begins	Monday
March 21—College Oratorical Contest, Good Prize.....	Friday
March 31—Spring Term Begins	Monday
April 18—Academy Oratorical Contest, Elgin Prize.....	Friday
May 16—Freshman Contest, Heatherton Prize.....	Friday
May 17—College Day	Saturday
May 30—Memorial Day	Friday
June 19—Commencement	Thursday

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North-Western College.

HISTORICAL STATEMENT.

North-Western College had its origin in the conviction that the interests of Christian education demand the establishment and maintenance of institutions of higher learning by the Christian Church. The honor of having taken the initiative toward its establishment belongs to the Illinois Conference of the Evangelical Association. At its annual session in the spring of 1861, this Conference adopted a resolution inviting the Wisconsin, the Indiana, and the Iowa Conferences to unite in the founding of a college, which should be duly equipped for the prosecution of collegiate work. These Conferences responded cordially and joined in the movement. A commission, consisting of twelve members and representing the Illinois and the Wisconsin Conferences, held a meeting at Plainfield, Illinois, April 30, 1861, for the purpose of effecting the organization of a Board of Trustees, and to secure the incorporation of the projected institution. By resolution it was decided that the Board of Trustees should consist of twenty-three members, as follows: seven from the Illinois Conference, seven from the Wisconsin Conference, five from the Indiana Conference and four from the Iowa Conference. This plan was subsequently changed to one of equal representation, so far as the Conferences are concerned.

Although this was at a time when the outbreak of the Civil War seemed to paralyze the spirit of the enterprise,

as well as the financial resources of the country, circumstances favored the undertaking. The village of Plainfield offered to donate a college site, including a fine and spacious building then in the course of erection. The offer was accepted and the new institution named Plainfield College. The organization having been effected, it was decided to open the institution immediately, and the Preparatory school began its work in the fall of the same year with three teachers and an encouraging number of students. The teachers of the first year were John Rodes, A. M.; John Miller, A. B., and Miss C. M. Harlacher. Rev. Augustine A. Smith, A. M., Principal of Greensburg Seminary, Greensburg, Ohio, who entered upon the duties of his office in the fall of 1862, became the first president of the institution.

As the patronage of the school soon extended over several states, the name "Plainfield College" was deemed to be too local; hence at the annual meeting of the Board of Trustees in 1864, the name of the institution was changed to North-Western College. Unfortunately the village of Plainfield was located at some distance from a railway line at that time, which it was soon discovered would be a serious drawback to the growth and progress of the institution. Steps were therefore taken to secure a more advantageous location for the school. In 1870 the college was removed from Plainfield to Naperville, Illinois, its present favorable location. This place having donated grounds of about eight acres, and \$25,000 in money, a fine and substantial college building, consisting of a main part, 71x46 feet, five stories high, and a wing, 58x46 feet, three stories high, was erected and opened for school purposes in the fall of 1870. This change proved of such advantage to the school as to mark an epoch in its history.

New departments of instruction were added from time to time as the progress of the institution seemed to require them. In 1871 the department of Fine Arts was opened, and the Commercial department the following year. Music received considerable attention from the very beginning of the school, which gradually resulted in the formation of a regular department of vocal and instrumental music. More recently this has been entirely reorganized, and now forms a strong and well equipped School of Music. In 1876 Union Biblical Institute was opened, which, although having its distinct organization, is so closely connected with the College as to be easily regarded as its theological department.

In 1890 a new four story building, 71x41 feet, was added as a south wing; and the main building throughout renovated and improved. Steam heating and electric lighting were introduced and the entire equipment thoroughly modernized. The Laboratories were enlarged and suitably furnished with the necessary apparatus and reagents. The Museum was given more room and the collections were greatly increased. A splendid Herbarium was created, which has grown into very creditable proportions. The Library was transferred to enlarged quarters, and made more serviceable in all departments of instruction.

In 1901 a handsome Gymnasium building 100x60 feet, two stories high—a gift of the late Professor J. L. Nichols, A. M.—was erected and added to the general outfit of the college. Professor Nichols was an honored alumnus of this institution, and for a number of years the efficient principal of its Commercial department. The building forms a fitting memorial to the thoughtful generosity and abiding interest of this noble and illustrious son of his Alma Mater.

In 1908 two fine, large buildings were completed—a Library and Science Hall. The Library building, 75x62 feet, three stories high, is the gift of that well known and honored philanthropist, Mr. Andrew Carnegie, of New York City; and the Science Hall, 96x75 feet, four stories high, comes from another illustrious alumnus of this institution, Dr. Albert Goldspohn of Chicago. North-Western College is justly proud of her alumni, who are not only rising to distinction in their respective professions but who in their success do not forget their Alma Mater.

In order to provide for the proper heating of the entire group of buildings, a central power house was erected and supplied with the very best new boilers and heating appliances. In material and general plan of construction this building is in harmony with the other buildings on the campus, recently erected. The entire equipment of the institution compares favorably with that of the best schools of similar character in the land.

Within the past few years the endowment fund of the college has been increased by \$200,000, thus placing the institution on a splendid financial basis. This growth in financial resources and material equipment is highly gratifying and points to a promising future.

North-Western College stands for Christian education in the best and broadest sense. In an age produced by civilization no apology is needed for emphasis upon "Christian" in higher education. The aim is to produce sound scholarship, and genuine nobility of character. The purpose of education is life rather than livelihood, hence implies the symmetrical development of the mental, moral and physical powers of the student. While laboring to inspire a vigor-

ous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its important work.

CHARTER.

The following charter was adopted in 1876:

WHEREAS, The Board of Trustees incorporated under a special law of the state of Illinois, approved and in force February 15, 1865, and entitled "An act to incorporate North-Western College," have given their unanimous consent that said corporation may become incorporated under the provisions of an act of the General Assembly of said State entitled "An act concerning corporations not for pecuniary profit," as contemplated by the act of said General Assembly entitled "An act to revise the law in relation to universities, colleges, academies and other institutions of learning," approved March 24, 1873, and in force July 1, 1874.

Therefore, we, the undersigned, citizens of the United States, and members of said Board of Trustees, desiring to associate ourselves in order that said corporation may become incorporated under the provisions of the general law of Illinois as aforesaid, and for the purpose of forming a corporation not for pecuniary profit, pursuant to the acts of the General Assembly of the State of Illinois hereinbefore referred to, do hereby certify and state that the name and title by which said corporation shall be known in law is "TRUSTEES OF NORTHWESTERN COLLEGE."

That the particular business and objects for which it is formed are to own, control and manage the property and affairs of the corporation, including the institution of learning now located at Naperville in said state and named and styled "North-Western College of the Evangelical Association of North America," with its various departments, as the same now or hereafter may be established by the Board of Trustees.

That the number of Trustees shall be fifteen, seven of whom shall constitute a quorum for the transaction of all business of the

corporation, at any meeting of the Board; that the President of the College shall be ex-officio one of said trustees, and that the remaining fourteen shall be elected as provided for by the by-laws.

At the annual meeting of the Board of Trustees, in February, 1894, the following resolutions, relative to an amendment to the charter, were passed:

Whereas, the interests of North-Western College located at Naperville, Ill., require that a change be made in its articles of corporation, in order to increase its number of Trustees;

1. *Therefore be it Resolved*, That that provision in the articles of incorporation or charter of this corporation, (to-wit, Trustees of North-Western College,) which provides that the number of trustees shall be fifteen, shall be changed so as to read "that the number of trustees shall be twenty-two, twelve of whom shall constitute a quorum for the transaction of all business of the corporation at any meeting of the Board."

2. *Further Resolved*, That the charter of articles of incorporation shall be changed and modified so as to provide therein that one of the Bishops of the Evangelical Association (to be selected by the Board of Bishops), shall be, *ex-officio*, a member of the Board of Trustees of said corporation. His term of office shall be the same as that of the Conference Trustees.

These resolutions having been duly ratified by the Conferences connected with the College, the required certificate was filed with the proper officer in February, 1895, as provided by the laws of the State of Illinois.

LOCATION.

North-Western College is situated at Naperville, Illinois, on the main line of the Chicago Burlington and Quincy Railroad, twenty eight miles from Chicago. Fourteen trains from the west, and fourteen from the east stop daily at Naperville. With such ready access to Chicago, the student of the social sciences may use the great City as his laboratory, the debater and the student doing special research work may use the Chicago Public Libraries. The student of art also has exceptional advantages. And yet the college is far enough from the city to shield its students from the disadvantages and moral dangers of Chicago life. Its excellent lighting system, its pure water, its healthfulness, its macadamized streets, its Y. M. C. A. with a building costing over thirty-five thousand dollars, its thirty thousand dollar depot, its parks, its many churches and its public-spirited and cultured citizens make Naperville a very desirable site for a college.

DESIGN AND CHARACTER.

The object of the Institution is to provide for the liberal education of the young men and women who may be entrusted to its care and instruction, and to direct them in securing the best preparation for the different spheres and avocations of life.

The College is not sectarian, but it aims to be decidedly Christian in theory and practice, and to apply Christian principles and methods in all its departments. As the best results of educational effort are conditioned upon the symmetrical culture of heart and mind, the Institution ever recognizes the development of moral character as an essential part of its work. While endeavoring to inspire and encourage a vigorous intellectual activity, the faculty desires and aims to foster a healthy Christian life and spirit which shall permeate and crown the entire institution.

METHODS OF INSTRUCTION.

It is the aim of the Institution to keep its standard fully up to that of the best American colleges, and its methods of instruction in harmony with the most enlightened views of education. These methods will naturally vary with the subject, and proficiency of the student, but the aim is the same in every department of the College—mastery of the subject and encouragement to independent and original investigation. Recitations based upon an intelligent use of text-books hold a large place in the daily work. Lectures are frequently introduced to elucidate and illustrate the various subjects of investigation. Freedom of discussion and questioning by the students accompany both methods.

The laboratory system is employed in all departments in which it is practicable.

EXAMINATIONS.

At the close of each term, or whenever any branch of study has been completed, examinations are held, either oral or written, as the faculty may deem most suitable.

Absence from examinations, except for reasons of absolute necessity, will be regarded as a serious delinquency. If circumstances require a student to leave before regular term examinations, he may apply to the Faculty for the privilege of a private examination. If granted the applicant shall pay a fee of \$1.00 for each examination.

In case the student has permission to make up studies in absentia an examination fee of \$2.00 will be charged for examinations covering the work running through the semester in the college or academy.

A student failing to obtain a grade of seventy per cent. in any subject will be required to take that course again, or pass a satisfactory examination therein. No standing in scholarship will be given except as the result of an examination or its equivalent.

Special examinations for the accommodation of such students as may design to enter any of the departments of the institution, or such as may have failed to pass in some branch at the regular examinations, are held on the day before the opening of each term.

STANDING.

A careful record is kept by the Faculty, both of the scholarship and deportment of each student.

The standing in scholarship is made up from examinations and the daily record in the class, each being considered of equal weight, on a scale of one hundred.

Students permitted to take an examination, without having had the regular exercises during the term, will be credited with a daily record of sixty-five per cent. in determining their standing in that study.

It is provided that any student entering upon a course of study which extends through the year must complete the entire course in order to receive credit for any part of the same.

Information concerning the progress and conduct of a student will be sent to parents or guardians whenever it may be requested, or when in the judgment of the Faculty it may be necessary.

THESES.

Juniors.—Juniors are required to prepare and deliver in chapel a thesis of 1800 to 2000 words at some time during the second semester. This work is to be done under the supervision of the Professor of English, and should be completed by June 1st of the current academic year.

Seniors.—In the matter of public appearances and theses Seniors are allowed to elect one of the following:

1. Two public appearances, the one before the faculty and students in Chapel during the first semester, and the other on Class Day.
2. One public appearance and one thesis of 2000 to 2500 words.
3. No public appearance and one thesis of 4000 to 4500 words. This work is to be done under the super-

vision of the President and the Professor to whose department the work naturally belongs. Subjects for theses must be submitted to the President not later than Dec. 15th, and theses must be submitted for criticism not later than May 15th of the current academic year.

DEGREES.

Bachelor's Degrees.—A Bachelor's degree either of Arts, Science or Letters, is conferred upon such students as have satisfactorily completed at least one hundred and twenty-eight semester hours of the work as outlined in the respective courses, and eight semester hours of Bible. No regular student shall be allowed to take less than fourteen hours per week. In order to be entitled to a Bachelor's degree, a student must have spent at least one academic year in attendance at this institution.

Master's Degrees.—The degrees of Master of Arts, Master of Science, and Master of Letters will be conferred upon corresponding bachelors under the following regulations:

All candidates must register before the work is undertaken.

Before being recommended for the Master's degree the candidate must have received the corresponding bachelor's degree from this college or some other institution recognized as being of equal rank and must have pursued in residence at this college an approved course of study amounting to thirty-two semester hours.

In all cases the candidate must present a thesis on an approved topic pertaining to his major subject. The thesis must be presented to the Registrar not later than the

first of May. It must contain at least five thousand words and embody the results of careful research.

It must be printed or typewritten, in prescribed form, and one copy must be furnished the library of the college for public inspection. It must contain a table of contents, and a complete list of the works consulted.

FEEES FOR GRADUATE STUDENTS.

Students who wish to become candidates for Master's degrees must enroll with the Registrar not later than the fifteenth of December preceding the June in which they expect to receive the degree. The fee for enrollment will be five dollars. The fee for examination as well as for the review of each syllabus and the thesis will be two dollars. An additional fee of five dollars is charged in each case for a diploma.

GOVERNMENT.

The discipline of the institution is mild but firm. It is the aim of the Faculty to exercise a parental and moral supervision over the conduct and character of the students. Such relations between students and teachers are cultivated as will inspire mutual respect and confidence. Students are presumed to be ladies and gentlemen who will respect themselves and the authority of the College. A high sense of honor and truthfulness is inculcated and maintained.

Among the things required of every student are a regular and punctual attendance upon all exercises prescribed by the College, and a diligent and faithful improvement of the hours set apart for study. Improper conduct of any kind, and neglect of college duties will

not be tolerated. The specific purpose of college training, the development of a noble scholarly character in the student, is constantly kept in view. The institution will not harbor persons of idle or dissolute habits. Whenever in the opinion of the Faculty students are guilty of a course of conduct which is detrimental to themselves or injurious to the standing and reputation of the College, they will be dismissed or expelled from the institution.

LEAVE OF ABSENCE.

Every student is expected to be present at the opening of the term and to remain until its close. No student is allowed to be absent from College without special permission of the Faculty. The time appropriated to vacations and holidays is believed sufficient for the purpose of rest and relaxation from study.

Since absence from examinations, commencement, or any other period of the year, can only have an injurious effect upon the standing and proficiency of the student, the Faculty earnestly requests, that parents or guardians will in no way encourage or even sanction such absence without most urgent reasons. Any student leaving without permission before the close of the term, cannot re-enter until he has made satisfactory amends to the Faculty.

RELIGIOUS EXERCISES.

Devotional services, consisting of reading the Scriptures, singing and prayer, are held daily in the College Chapel, at which the students are required to be present.

Students are also required to attend public worship and Sunday-school on the Sabbath at one of the churches

in the city. Students are allowed to attend such places of worship as they, or their parents or guardians may select; but they will be expected to attend some one church regularly, unless specially excused.

Many social religious meetings are held each week, which students are invited to attend. These facilities afford ample opportunity for Christian growth and work.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association, organized in 1873, is the second oldest organization of its kind in the state. The object of the Association is to promote growth in Christian life and fellowship, and to carry on definite Christian work among students of the institution.

For the purpose of holding its meetings the Association has a commodious and beautiful hall, which has been set apart for its special use. It also maintains a reading room supplied with standard periodicals and leading magazines of the day. It is altogether well organized for efficient work, and exerts a very salutary influence upon the young men of the College.

The Young Women's Christian Association, organized in 1875, also the second oldest Young Ladies' Christian organization in the state, has for its aim and object Christian work among the lady students of the institution.

At the opening of each semester, committees of these Associations, appointed for this purpose, meet all trains to welcome new students and to aid them in securing rooms and boarding places.

Receptions are held by both Associations during the first week of the new term for the purpose of facilitating acquaintance with the new students, and assuring them

of the friendly interest that will be taken in their spiritual welfare.

READING ROOM.

The reading room under the supervision of the Y. M. C. A., is provided with a large number of periodicals, secular and religious, as well as a good collection of leading magazines of the day.

The Periodicals are:

WEEKLY PERIODICALS.

Literary Digest.	Sunday School Times.
Independent.	Weekly Globe and Canadian Farmer.
Outlook.	Naperville Clarion.
Scientific American.	Evangelical Messenger.
Colliers.	The Evangelical.
Harper's Weekly.	Evangelical Herald.
Saturday Evening Post.	German—
Christian Herald.	Zeitschrift.
Youth's Companion.	Der Christliche Botschafter.
Life.	Der Evangelische Bundesbote.
Commoner, The.	Germania.
Breeders' Gazette.	Daily—
Lafollete's.	Chicago Record Herald.
National Prohibitionist.	Chicago Tribune.
The Concert Goer.	

MONTHLY PERIODICALS.

Review of Reviews.	Record of Christian Work.
Scribners.	Ladies' Home Journal.
Current Literature.	Cosmopolitan.
Harpers.	Delineator.
McClures.	Everybodys.

Metropolitan.
Physical Culture.
Success.
American.
Technical World.
Sunset.
Craftsman.
Outing.
Human Life.

World To-day.
World's Work.
Association Men.
Intercollegian.
Missionary Review.
Missionary Messenger.
German—
Das Evangelische Magazin.

The following periodicals are in the library:

The National Geographic Magazine.	American Economist.
The Popular Science Monthly.	The Dial.
The North American Review.	The Musician.
The Forum.	Political Science Quarterly .
The American Journal of Sociology.	The Psychological Review.
The Atlantic Monthly.	The Methodist Review. Quarterly.
Religious Education.	The Christian World and Evangelist
Educational Review.	The Business Philosopher.
The Journal of Political Economy.	The Public.
The Philosophical Review.	L'Echo Des Deuz Modes.
The Psychological Bulletin.	Musical Courier.
Methodist Review.	Our Dumb Animals.
The Biblical World.	The Survey.
The Christian Advocate.	Labor Digest.
The Expositor.	North American Lloyd.
Advocate of Peace.	

These are accessible to all students.

COLLEGE PUBLICATIONS.

Chronicle.—"The North-Western College Chronicle" is published bi-weekly during the academic year.

Its purpose is to furnish information in regard to the work and condition of the institution. It is the organ of the students and contains original articles by members of the school and others, personal notices of past and present

members of the College, proceedings of the Literary and Scientific societies, the Christian Associations, and such other matter pertaining to college life as will prove of interest to all friends of higher education. Subscription one dollar per annum.

Spectrum.—The senior class of 1910 published an annual called the "Spectrum" which has become a very important and popular publication. The senior class of 1912 continues this publication. Its purpose is to present in an attractive form the various interests and work of the College during the school year. It contains the pictures of the debating and athletic teams, orators, besides many other groups and combinations. Each department of the school is duly considered.

Bulletins.—Bulletins are published quarterly and are supplied gratis upon application.

LITERARY AND OTHER SOCIETIES.

There are five flourishing literary societies connected with the College, viz.: The *Cliosophic*, the *Philologist*, the *Laconian*, and the *Philorhetorian* (German). These societies have good, well-furnished halls, and afford excellent opportunities for practice in public speaking, debate and other literary exercises.

Senate.—The Senate of North-Western College, organized in 1886, has for its object the consideration and discussion of themes relating to political science, and the promotion of a thorough acquaintance of our federal institutions and the duties of intelligent citizenship. It holds weekly meetings and presents opportunities for practice in extempore speaking, debate and parliamentary procedure.

Oratorical Association.—The Oratorical Association was organized in the year 1900. Its purpose is to arouse interest in public speaking and to elevate the forensic standard of annual oratorical contests. These contests are open to regular members of the three upper classes. Prizes are given those who win first and second places in the interclass contest, and the winner of first prize in this contest represents the college in the Northern Illinois Oratorical League.

Intersociety and intercollegiate debates are held annually.

These and all other societies of the College are under the general supervision of the Faculty. No public entertainment shall be given by any society without permission from the Faculty, and all the exercises intended for such entertainments must be submitted to the inspection of the Faculty before their public delivery.

PRIZES.

ACADEMY.

The Elgin Prize.—An annual prize of ten dollars is offered by William Grote, Esq., of Elgin, to the Oratorical Association of the Academy in order to stimulate efforts in public speaking on the part of Academy students. Contests for this prize are held annually about the middle of the second semester. In recognition of the residence city of the donor, this prize is called the Elgin Prize in Public Speaking. In 1911 this prize was awarded to A. J. Brunner and Edwin Bihler.

Academy Prize.—In order to stimulate the lady students of the Academy to greater efforts in declamation, the graduates of the Academy offer an annual prize of

ten dollars. This will be awarded for the first time in the Spring of 1912.

The Broeker and Spiegler Prize.—An annual prize of fifteen dollars will be given by the firm Broeker and Spiegler of Naperville to the member of the graduating class who has made the highest average in his studies during his third and fourth years at the Academy. This prize will be awarded for the first time in 1912.

Scheele Prize.—In order to encourage debate, Mr. A. Scheele of Elgin offers an annual prize of fifteen dollars to the winning team in the debate between the Third and Fourth year classes. This prize will be awarded for the first time in 1912.

COLLEGE.

The Heatherton Prize.—In order to encourage oratorical efforts and to show his interest in the work of the College, Judge John S. Goodwin, of this city offers the Freshman Class an annual prize of ten dollars for excellence in oratory and ten dollars for excellence in declamation. Contests for these prizes are held the latter part of the second semester and are open to regular members of the Freshman Class. In honor of Judge Goodwin's estate "Heatherton," the prizes are known as the Heatherton Prizes in Public Speaking. In 1911 these prizes were awarded to H. E. Eberhardt and Harry Stauffacher in oratory and to Miss Rose V. Voight and Miss Lydia Groenig in declamation.

The Dr. Good Prize.—This prize has been founded by Dr. R. H. Good, of Chicago, for the purpose of encouraging interest in the local, or interclass oratorical contests. It consists of \$25.00 and is to be awarded as first and sec-

ond prizes, of \$15.00 and \$10.00 respectively, to the successful participants in these contests. The winner of the first prize becomes the representative of the College in the North-Western Illinois Oratorical League. These prizes were awarded to Elmer D. Riebel and S. E. Schraeder in 1911.

The Miller Prize.—This prize was founded by Walter J. Miller, an Attorney at Law of Chicago, class of 1898, for the purpose of encouraging deeper interest in the temperance problem. It consists of \$25.00 divided into two prizes, \$15.00 and \$10.00 respectively and is awarded to the first and second winners in the anti-saloon Oratorical Contest. These prizes were awarded to Wm. Grote and Harry Stauffacher in 1912.

UNIVERSITY OF ILLINOIS SCHOLARSHIP.

The University of Illinois has placed a scholarship at the disposal of the faculty of North-Western College which shall be awarded to the candidate who has made the highest average grades during his Junior and Senior years. This scholarship for the year 1912-1913 has been awarded to Miss Lily Belle Voegelein of the class of 1912.

SELF-HELP.

Frequently we receive inquiries about opportunities for work whereby to pay expenses while at school. Such opportunities are not plentiful. Yet there are generally a few students who "earn their way" in part at least. Others succeed in earning considerable during the summer vacation. Some, after obtaining a teacher's certificate, teach for a time, and then continue their college

course. This, though necessarily requiring more time to complete a course, gives the student much practical and valuable experience, and is therefore, by no means lost time.

An employment bureau under the auspices of the College Y. M. C. A. has been organized to help students secure work. Remunerative work however can very rarely be arranged for definitely before arrival; as students become acquainted, it is easier to secure employment.

STUDENT'S FILE.

The registrar will keep on file the names and addresses of former students provided such students will inform him of changes in their address whenever such change shall occur.

PHYSICAL CULTURE.

Opportunities for systematic physical training are provided for both ladies and gentlemen, and a certain amount of work is required of all students, not specifically excused by the Faculty. The physical needs of each person are carefully considered, and appropriate exercises for the improvement of health and physical well-being are recommended in each case. The work is under the supervision of a resident director, who aims to counsel and aid every student to the fullest possible extent. Students are required to provide themselves with gymnasium suits and shoes.

In addition to the work of the gymnasium, provisions are also made for outdoor sports and exercises. For the purpose of encouraging and guiding the interests in these, the students maintain an Athletic Association, which aims

to systematize and unify all the physical activities of the institution. The management of this organization is vested in a Board of Control, consisting of officers of the Athletic Association, representatives of the four college classes and members of the faculty. All physical exercises, whether indoors or outdoors, are under the general supervision of the Physical Director.

BUILDINGS.

The College is located on a spacious and beautiful campus in the center of the residence portion of the city of Naperville. The surroundings are attractive and the campus is ornamented with a fine variety of trees, making the location cheerful and inviting.

The Main Building.—The main building is an elegant and commodious stone edifice well planned and suitably furnished with the best modern appliances for educational purposes. It consists of three parts, a main building 71x46 feet, five stories high; a wing 58x46 feet, three stories high, both erected in 1870; and another addition 71x41 feet, four stories high, erected in 1890. As thus completed, it is one of the finest School buildings in the West. It is heated throughout by steam and lighted by electricity.

Gymnasium.—A well-equipped gymnasium was erected in 1901. The building is a contribution by Prof. J. L. Nichols of the class of '80 and is located in the northern part of the campus, in line with the main building and Science Hall, facing west. Its dimensions are 100x60 feet, two stories high; and it is supplied with such appliances and conveniences as combine the most approved features of the modern gymnasium. It is designed to provide all students of the college with oppor-

tunities for such general exercises as will promote health and physical well-being. The gymnasium is open every week day of the school year.

The Library.—A handsome library building 75x62 feet, the gift of Mr. Andrew Carnegie, was dedicated in 1908. It is located on the southwest corner of the campus, and built in classic style of architecture. On the main floor are the delivery room, and the general reading and reference rooms and smaller office rooms. In the basement, which is practically above ground, are rooms for receiving distributing books, and shelves for pamphlets, magazines and periodicals.

On the second floor are the Faculty room, and additional stack and reference rooms. The building is supplied throughout with steam heat and electric lights, and is thoroughly modern in all its appointments. It has a stack room for thirty-five thousand volumes, besides pamphlets and periodicals. The library is an inviting place for collateral reading, and students are encouraged to make an intelligent and faithful use of its privileges.

The library contains now more than 10,500 volumes, and additions are being made from year to year. It is intended to supplement the work of all departments of instruction; and every effort is made to increase its utility. The books are conveniently arranged and carefully catalogued, both by authors and by subjects, according to the "Dewey Decimal System of Classification." Hence any book may be easily found even by persons not especially familiar with bibliography.

The Reading Room is supplied with an excellent selection of standard magazines and periodicals. The aim is to meet the needs of the various departments of the insti-

tution, and to keep them in touch with current thought and the ablest discussions of the day. These periodicals being chosen with a view to supplement the literature of the Y. M. C. A. Reading Room, students have access to an exceptionally wide range of periodical literature.

We wish to record our thanks to Mr. A. S. Bertolet of Chicago who recently donated a part of his valuable private library. There are about two hundred and eighty volumes in the collection, finely bound, and nearly all scientific works and books of travel. They are in English, German, French and Spanish. Among them are standard works of reference which could not be duplicated. A conservative estimate would place the value of this gift at one thousand dollars. Contributions in books and moneys are earnestly solicited.

Goldspohn Science Hall.—For this beautiful and imposing building the college is indebted to the generosity of an alumnus, Dr. A. Goldspohn, class of '75. The structure has a frontage of 96 feet and a depth of 75 feet. It consists of a basement, two stories and a large, well-lighted attic.

It is devoted to the physical sciences. The departments of Physics and Chemistry occupy the first floor, which has two large lecture rooms, two general laboratories, apparatus rooms, two teachers' private laboratories, an optical room, a balance room, and offices for instructors.

On the second floor the departments of Biology and Geology find their accommodations. The entire floor is fully supplied with all necessary laboratory fixtures and appliances, in order to make the study in these departments as thorough and satisfactory as possible. A de-

partment library offers opportunities for collateral reading.

In the basement are located two additional lecture rooms, a storage room, a dark room, a work shop, and the other facilities belonging to a modern science building. The spacious upper floor is to receive the Museum and Herbarium collections.

LABORATORIES.

The laboratory facilities provided by the new Science Hall are most excellent, comprising as they do four large well-lighted, well-ventilated laboratories, and four smaller laboratories for special and research work. These laboratories are assigned to the departments of Chemistry, Physics, Biology and Geology. Additional laboratories for the departments of Mineralogy and Meteorology will be equipped as soon as our rapidly growing and expanding work in science may require.

No pains in planning or expense in construction has been spared in making the laboratories most thoroughly modern and efficient in every particular. They are supplied with water, gas and electricity, and furnished with individual lockers for the accommodation of about one hundred students in each department. The fixtures, such as tables, cupboards, drawers, hoods, and reagent shelves are the best that could be obtained, and their orderly and convenient arrangement makes it a pleasure to work in the laboratories.

The equipment is in keeping with the excellent accommodations which the building affords. Large additions to the apparatus, some of which is imported, were purchased during the past year; and more is being added for the coming school year. The laboratories now contain some very

fine and sensitive pieces of apparatus. A number of valuable instruments have been secured during the past year for the equipment of a psychological laboratory.

MUSEUM.

The Museum occupies for the time being the upper floor of the main college building, and contains large and valuable collections for illustrating the various departments of natural history. The collection comprises a large number of our native birds, larger mammals, nearly one thousand specimens having been added by the purchase of the Romberger collection; a number of the smaller reptiles and batrachia in alcohol, and a very fine collection of marine invertebrates donated by the Smithsonian Institution. The collection of minerals has been greatly increased and now represents many American localities. During the past year this collection has been greatly increased by the donation of a collection made by the late David N. Moyer. The archeological collection in flints and implements is becoming quite extensive and valuable. The fossils are chiefly from rocks of the Palaeozoic era. The fossil plants from the Carboniferous age are especially fine. Students have access to the Museum at all times.

HERBARIUM.

Excellent quarters have been fitted up on the Museum floor for the accommodation of the Herbarium. The collection has grown rapidly during recent years, and contains now nearly thirty-seven thousand sheets of plants. It contains not only all the varieties found in the vicinity of the Institution, but also from many other American, European and Asiatic localities. The collection of European

and South American specimens has especially been greatly increased. The Herbarium is in a very interesting and serviceable condition and furnishes the means of increasing usefulness to the students in that department of study. Besides the permanent collection, the department has also a large number of specimens for exchange purposes.

GROWTH AND NEEDS.

The progress of the College has been very satisfactory and encouraging. All the departments of instruction are now fully organized and well equipped for efficient work.

Strong efforts are being made at present to increase the endowment and to develop all the resources of the Institution. It is the united purpose of the Faculty and the Board of Trustees that the College keep pace with the progress and educational demands of the country.

Among the more pressing needs of the College may be mentioned: A College Auditorium; the endowment of several Professorships; the founding of perpetual Scholarships; the enlarging of the Library; and a suitable and well equipped Astronomical Observatory.

The friends of the College and of higher education are invited to contribute to these objects.

Such donations will be used most advantageously in the present work of instruction, and for the promotion of the highest interests of the institution.

LECTURE COURSES.

The College sustains regular, first-class Lecture Courses from year to year. Besides these a number of lectures are provided by various organizations of the

College. Among the more prominent lecturers engaged during the past year were: Newell Dwight Hillis, Thomas Brooks Fletcher, The Dixie Chorus, George D. Alden, and Adrian M. Newens.

ROOMS, BOARD AND LAUNDRY.

The College has no dormitories, but ample and pleasant rooming accommodations can always be found in private families. Usually two, but sometimes three or four students go together and share the rent for a room or set of rooms. The rent for furnished rooms ranges from \$15 to \$25 per semester for each student. Unfurnished rooms are correspondingly cheaper.

The College provides a boarding department where students can get good board at very reasonable rates. In addition to the accommodations furnished by this department, a number of private families are conducting boarding places. Good board in private families, including furnished rooms, ranges in price from \$4 to \$5 per week. If students prefer to take table board in private families, it may be had at prices ranging from \$3.25 to \$3.75 per week. Others board in clubs at a cost of from \$2.30 to \$2.75 per week. Students boarding in clubs, or taking their meals in private families, rent rooms separately. Some students reduce their expenses still further by renting rooms and boarding themselves. The cost of laundering is about 75 cents per dozen.

Students are not allowed to board or rent rooms at any place without the approval of the Faculty; nor to change place of boarding, or leave their rooms during the term without their consent. Families who let rooms,

or board students, are expected to be interested in the maintenance of the College rules.

BOOKS.

All text and reference books, as well as a complete assortment of stationery, are for sale at the college book store.

COLLEGE EXPENSES.

The academic year of the College of Liberal Arts and the Academy is divided into two semesters, and the year of the schools of Commerce, Music and Art is divided into three terms.

Tuition, per Semester, College	\$ 5.00
Incidentals, per Semester, College	20.00
Tuition, per Semester, Academy.....	5.00
Incidentals, per Semester, Academy.....	20.00
Tuition, per Term, Common Branches.....	3.50
Incidentals, per Term, Common Branches.....	12.00
Diplomas	5.00
Certificates, Preparatory School	2.00
Library Fee, per Semester .....	.75

LABORATORY FEES.

Organic Chemistry, per Semester	\$ 7.00
Qualitative Analysis, per Semester	7.00
Quantitative Analysis, per Semester	7.00
General Chemistry, per Semester	5.00
Elementary Chemistry, per Semester	4.00
Biology, per Semester	3.50
General Physics, per Semester	3.00
Elementary Physics, per Semester	3.00
Botany, per Semester	2.50
Surveying per Semester.....	1.00

Breakage and Key Deposits of \$3.50 per Semester in Chemistry and \$1.50 per Semester in Physics will be required of all students following these courses. These deposits will be returned at the end of the course in case there is no breakage.

The charge for one study is one-half the tuition and incidental fees; for more than one study full rates are charged.

Scholarships are accepted as tuition in all the literary departments of the College. Orders on scholarships will be honored only if they contain the name of the bearer and the proper signature of the scholarship holder and are presented on entering College.

All College bills must be paid in advance for the semester or term. No deduction will be made for absence for less than one-half a semester, and then only in cases of protracted illness. The Treasurer's receipt for tuition and incidentals is necessary to secure admission to classes.

Students' bills will be two dollars (\$2.00) higher if they enter two days after the opening of the Semester or term, and three dollars (\$3.00) after the following Monday.

No money will be refunded on Tuition or Incidentals to any student of any department, who, on account of improper conduct or violation of the Rules of the College, may be suspended, dismissed or expelled.

SEMESTER BILLS.

The following is a fair estimate of the necessary expenses for a semester.

Tuition and Incidentals	\$25.00—\$25.00
Board	40.00— 60.00
Room Rent	15.00— 25.00
Books and Stationery	6.00— 12.00
Washing	5.00— 10.00
	<hr/>
	\$91.00 \$132.00

Personal expenditures depend, of course, very largely upon the habits and home training of the student. It should, however, be remembered that there are other occasions for small expenditures, e. g., lectures, entertainments, society dues, etc., which will justify an additional allowance. Students can deposit their money with the College Treasurer at the opening of the term and draw it from time to time in such amounts as may be needed.

FOR NEW STUDENTS.

New students should plan to arrive a day or two in advance of the opening of the term, in order to secure rooms and effect their preparatory arrangements. Upon arriving in this city, they should repair to the Treasurer's office in the College building, where they may obtain necessary information in regard to available rooms and places of boarding, and such other counsel and direction as may be helpful to them. It is generally better to defer making definite arrangements for room and board until the students can personally inspect and then select according to his own taste, or the requirements of his circumstances.

By calling upon the President advice may be obtained in reference to the mode and conditions of entering the College and other matters of personal interest pertaining to College life.

DEPARTMENTS AND COURSES OF STUDY.

North-Western College comprises the following:

- I. College of Arts and Sciences.
- II. Academy.
- III. German Department.
- IV. School of Commerce.
- V. School of Music.
- VI. School of Art.

The College of Arts and Sciences offers three parallel Courses of study covering a period of four years each. They aim at a thorough and liberal education by required and elective courses in Latin, Greek, German, French, English, Mathematics, Science, History, Philosophy, and other subjects. The three Courses differ from each other in the subjects required as well as in the degrees to which they lead. The course leading to the degree A. B. requires at least five years of ancient languages (including the entrance units); but it is provided that two units of any language is the minimum that will be accepted for graduation. These courses are outlined on pages 52-55.

The Academy being a preparatory school offers three parallel courses preparatory to the respective Courses in the College of Arts and Science. These Courses are outlined on pages 57-59.

SPECIAL STUDENTS.

Persons desiring to receive instruction in any particular department of the College, without becoming candidates for degrees, may be admitted as *Special Students*, provided they prove themselves, upon examination, quali-

fied to pursue with advantage the studies of those departments. In no case will a student be allowed to select studies, which, in the judgment of the Faculty, he cannot profitably pursue. The provisions of special courses is intended to meet the wants of such students as cannot, on account of adverse circumstances, pursue one of the regular courses, but who are desirous of obtaining the broadest culture possible from a partial course.

GRADUATE COURSES.

The college offers opportunities for graduate study in several of its departments of instruction to its own graduates and those of other institutions of equal rank. These courses are altogether elective; hence a graduate student may pursue work in any line for which, in the judgment of the Faculty he is prepared. Many of the courses offered to undergraduates, or recommended for collateral study, but which the student has not yet taken, will be appropriate for graduate study.

ENTRANCE CONDITIONS.

Candidates for admission should be at least fifteen years of age and must furnish evidence of good moral character.

Entrance examinations are held on the day preceding to opening of the academic year. Applicants may be examined and admitted at other times, but are earnestly advised to enter at the beginning of the school year.

Examinations will extend over the studies required in the Preparatory Department of this institution, or their

equivalents. Candidates for advanced standing are examined in the branches previously pursued by the class which they propose to enter.

Graduates from High Schools and Academies, whose courses and work have been approved by the faculty, are admitted without examination in all preparatory subjects fully covered by their diplomas.

Applicants from other Colleges must present certificates of honorable dismissal, and may, upon presentation of satisfactory proof of preparation for the class which they wish to enter, be admitted without examination. Such proofs should consist in certificates, stating explicitly both the quantity and quality of the work there completed.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to the Freshman Class of the several courses are examined in the subjects described below. When text-books are named it is for the purpose of indicating more definitely the quantity and quality of the work required. Real equivalents so far as authors are concerned are always accepted.

The requirements of admission are stated in terms of units.

Five (5) recitation periods a week for one year, with recitations of 45 minutes each, is the *unit* of work for entrance requirements, and four (4) periods a week of one hour each will be accepted as an equivalent. In allied subjects, such as the elementary sciences, which are generally given less than a year's time, units may be obtained by adding the time values of such studies. Fifteen units are required for admission.

The following units are prescribed for all courses:

English	3 units
Mathematics	2½ units
History	2 units
Science	1 unit

The remaining units will vary according to the Course desired. See courses as outlined.

DESCRIPTION OF SUBJECTS REQUIRED FOR ADMISSION.

1. **English.**—Of the three units in English required of all candidates, one should be made up of composition and rhetoric, and the other two of English and American literature.

(a) **COMPOSITION AND RHETORIC.**—All applicants will be examined in English Composition. This will include a test in correct spelling, capitalization, punctuation, paragraphing and legible handwriting. The student will be required to write an essay on some familiar subject, suggested by the teacher, in which he is expected to give proof of his knowledge of the principles and constructions of language, and his ability to express himself in clear, accurate English.

(b) **ENGLISH LITERATURE.**—Each applicant is expected to have read carefully certain assigned literary masterpieces, and to have a clear and fresh knowledge of their important contents. The books assigned for the next three years are the following: The Sir Roger de Coverly Papers; Goldsmith's Vicar of Wakefield; Carlyle's Essay on Burns; Scott's Ivanhoe; Lowell's The Vision of Sir Launfal; Tennyson's The Princess; Shakespeare's The Mer-

chant of Venice and Julius Cæsar; Coleridge's *The Ancient Mariner*; George Eliot's *Silas Marner*.

In addition to this list a certain number of books are prescribed for thorough and specific study. In the case of these, the student will be examined on the subject matter, literary form and the system of thought. The books prescribed for this part of the examination are:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Lycidas*, *Il Penseroso* and *Comus*; Burke's *Speech on Conciliation with America*; Macauley's *Essays on Milton and Addison*.

In addition to the above the candidate is expected to present a careful study of the history of English and American Literature.

2. Mathematics.—Algebra one and one-half units and Geometry one unit.

(a) **ALGEBRA.**—This should include the following subjects: Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations, theory of exponents, and the analysis and solution of problems involved in the treatment of these elements.

(b) **ALGEBRA.**—This course should embrace a careful review of the previous work in this subject, and a thorough study of radicals, simultaneous quadratic equations, ratio and proportion, binominal theorem and logarithms.

(c) **GEOMETRY.**—Plane and Solid. In plane geometry special emphasis is placed upon the ability to use propositions in the solutions of original numerical exercises and supplementary theorems.

In solid geometry special attention should be given to the geometry and the sphere. Applications to the solution of original problems are emphasized.

3. **History.**—No definite course is prescribed in this subject, but the required units may be made up of the following: The History of Greece and Rome, or ancient and Medieval History; the History of England and the History of the United States.

These requirements imply in each case the use of a good standard text-book, and training in the use of works of reference, and some knowledge of historical geography.

4. **Civics.**—The study of this subject should represent such an amount of work as is generally furnished by any good high school text-book. It should include a careful study of the Constitution of the United States, its history and interpretation, and the relations existing between state and federal insitutions.

5. **Latin.**—FIRST YEAR'S WORK.—Such an acquaintance with the rudiments of the language, inflections and elements of grammar, as are generally found in an introductory Latin book, together with the ability to read easy stories and fables.

SECOND YEAR'S WORK.—Four books of Cæsar, or its equivalent, together with composition work based on the text read.

THIRD YEAR'S WORK.—Six orations of Cicero. Ability to write Latin based on the text. The historical references and the fundamental principles of Latin syntax.

FOURTH YEAR'S WORK.—Six books of Virgil, with implied history and mythology. The study of prosody and the scansion of hexameter verse.

6. **Greek.**—First Year's Work.—The elements of the language as given in any good beginning book, and one book of Xenophon's *Anabasis*, or its equivalent. Familiarity with grammatical forms and principles.

SECOND YEAR'S WORK.—Two additional books of the *Anabasis*, and three of Homer's *Iliad*, or their equivalents, together with an amount of Greek prose composition equal to one exercise per week for one year.

7. **German.**—First Year's Work.—Elementary grammar together with an amount of reading of easy prose, or narrative, of not less than 150 pages.

SECOND YEAR'S WORK.—This should include the study of the syntax of cases, use of the subjunctive and infinitive modes, modal auxiliaries and practical constructions. An additional amount of reading of standard selections equal to about 250 pages. Prose composition.

8. **French.**—First Year's Work.—Effort should be concentrated upon such an elementary course as will give the student a reading knowledge of the language. This should include careful training in correct and easy pronunciation, and some familiarity with the essentials of grammar.

SECOND YEAR'S WORK.—A review of grammar and the introduction of composition. The reading for the year should embrace selections from representative authors, such as furnish a general outline of the character of French literature.

9. **Science.**—(a) **Physiology.** —This subject should embrace instruction in anatomy, histology and physiology of the human body, and the essentials of hygiene. The text-book should be amplified by the use of charts and models.

(b) **PHYSICS.**—The course in Physics should represent an amount of work equal to that given by such a text-book as Laboratory practice should accompany the use of the text-book. The student's Laboratory note-book will be considered as a part of the requirements.

(c) CHEMISTRY.—The instruction must include both text-book and laboratory work. A careful record of laboratory experiments should be kept, and must be presented in evidence of actual work accomplished.

(d) ZOOLOGY.—The work presented in Zoology should extend at least through one semester and consist of a careful study of the structure, habits and life histories of representative animals. Especial attention should be given to the development of accurate observation and ability to draw correctly in laboratory note-books.

(e) BOTANY.—This course should cover the elements of plant structure and physiology, and the life histories of types from the main groups of plants. The knowledge should be derived to a large extent from a study of the objects and should include the ability to classify and name the more common species. Note-book and herbarium collections should be presented.

COURSES OF STUDY.

Outline of Course for A. B. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or French	4	4
Greek, or German	5	5
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

Greek, German, or French	4	4
History	3	3
Zoology and Botany	4	4
Political Science, or Language	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Physics, or Language	4	4
Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

REQUIRED:

Bible	1	1
Ethics	—	4

ELECTIVE:

Astronomy	4	—
Philosophy	4	4
Science and Philosophy of Religion.....	3	3
Sociology	3	3

	FIRST SEMESTER.	SECOND SEMESTER.
Education	3	3
Constitutional Law	3	—
International Law	—	3
Language	3	3
Psychology	3	—

COURSES OF STUDY.

Outline of Course for B. S. Degree.

FRESHMAN YEAR.

French, or German	5	5
Zoology	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

French	4	4
Botany	4	4
Mathematics or History	3	3
Chemistry	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
Physics	4	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

REQUIRED:

	FIRST SEMESTER.	SECOND SEMESTER.
Bible	1	1
Ethics	—	4

ELECTIVE:

Astronomy	4	—
Biology	4	4
Philosophy	4	4
Organic Chemistry	3	3
Science and Philosophy of Religion.....	3	3
Sociology	3	3
Constitutional Law	3	—
International Law	—	3
Education	3	3
Language	3	3
Psychology	3	—

COURSES OF STUDY.

Outline of Course for B. L. Degree.

FRESHMAN YEAR.

German	5	5
French	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

German	4	4
French, or Political Science	4	4
History	3	3
Zoology and Botany	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Psychology and Logic	4	4
Physics, German, or French	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

REQUIRED:

Bible	1	1
Ethics	—	4

ELECTIVE:

Language	3	3
Astronomy	4	—
Philosophy	4	4
Science and Philosophy of Religion.....	3	3
Sociology	3	3
Constitutional Law	3	—
International Law	—	3
Education	3	3
Psychology	3	—

ACADEMY.

THOMAS FINKBEINER

Principal.

The main purpose of this school is to prepare students for college. The work has recently been more definitely organized and placed under the special supervision of a principal. The aim is to provide the most favorable conditions for the pursuit of preparatory study. Persons expecting to enter college will generally save time by attending a good preparatory school, as its courses are arranged with special reference to college work. And young men and women of maturer years can frequently by earnest and faithful application complete the requirements for admission in less time than is necessary for younger pupils. The close connection with the college affords peculiar advantages, and renders the transition to the college less abrupt than is the case in coming from a separate preparatory school.

The preparatory courses offered extend through four years each, and cover the usual requirements for admission prescribed by the best American colleges. The successful completion of any one of these courses admits to the corresponding course in college without examination.

Applicants for admission to this department should be at least thirteen years of age, and must have such proficiency in the elementary English branches as to enable them to pursue successfully the work outlined in these courses.

For the purpose of accommodating such persons as cannot enter the regular preparatory courses, or may be able to attend only a part of the year, classes will be formed in the common branches each term, as follows:

FALL.	WINTER.	SPRING.
English Grammar.	English Grammar.	English Grammar.
Arithmetic.	Arithmetic.	Arithmetic.
Geography.	Geography.	Geography.
Reading and Spelling.	Reading and Spelling.	Reading and Spelling.

ACADEMY COURSES.

Classical.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin Beginning	5	5
Mathematics, Algebra	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Caesar	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

Latin-Cicero, or Greek	4	4
Physics	4	4
Mathematics-Geometry	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

Latin	}	.....	4	4
Greek				
German	}	.....	5	5
Medieval and English History				
English Literature .....		.....	4	4
Bible .....		.....	1	1

ACADEMY COURSES.

Scientific.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or Greek	5	5
Mathematics, Algebra	5	5
History	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Caesar, or Greek	5	5
Mathematics-Algebra	2	2
Physiology	2	2
Zoology and Botany	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, French, or Latin	5	5
Mathematics-Geometry	4	4
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German, or French	5	5
Chemistry	4	4
History	4	4
English Literature	4	4
Bible	1	1

ACADEMY COURSES.

Modern Languages.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin	5	5
Mathematics	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Caesar	5	5
Mathematics-Algebra	2	2
Physiology	2	2
Ancient History	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, or Latin	5	5
Mathematics-Geometry	5	5
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German	4	4
French	5	5
Medieval and English History	4	4
English Literature	4	4
Bible	1	1

GERMAN COURSE.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
German Grammar	5	5
American History and Civics	4	4
Mathematics, Algebra	5	5
First Year English	4	4
Bible	1	1

SECOND YEAR.

German Grammar and Authors	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German Rhetoric	4	4
Physics	4	4
Geometry or Greek	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German Literature	4	4
History of Germany and Philology	4	4
Psychology and Logic, or Zoology and Botany..	4	4
Chemistry	4	4
Bible	1	1

DEPARTMENTS OF INSTRUCTION.

Psychology, Philosophy and Education.

Psychology.—This course undertakes a thorough and scientific study of the functions and phenomena of consciousness, as known through introspection and experimental investigation. It includes a careful study of the structure and functions of the nervous system, and aims to give the student a systematic acquaintance with the powers of the mind, their limitation and order of development. The psychological basis of ethics and theism is carefully pointed out and the bearing of this subject on the problems of education is duly noted. Lectures on special phases of mental life supplement the use of text-books. First Semester.

Baldwin's Handbook of Psychology; Ladd's Psychology, Descriptive and Explanatory; Stout's Analytical Psychology, Sully's The Human Mind and Angell's Psychology are the text-books.

Experimental Psychology. The course in general Psychology is followed up by a course in experimental psychology in which the generally accepted conclusions of psychology are subjected to a careful experimental test. The purpose of the course is twofold, on the one hand, to familiarize the student with laboratory methods as used in the study of psychology and, on the other, to train him in making introspection.

The experiments are based upon Seashore's Elementary Experiments in Psychology, Meyer's and Titchener's Experimental Psychologies.

Abnormal Psychology.—This subject is principally taught by lectures, and aims to present an outline study

of abnormal states of consciousness. It offers an exposition of the physical and mental conditions of such phenomena as dreams, somnambulism, hypnotism, illusion, hallucinations, spiritualism and kindred forms of mental pathology. The course is designed to supplement the work in general and advanced psychology, and to suggest to the student a method for the investigation and interpretations of these mysterious phenomena.

Child Psychology.—A course will be offered in Child Psychology for the special purpose of discovering the true nature of the child, its instincts, its ideals as well as its particular needs. The work aims to trace the development of the child out of the original instincts into a rational personality. It is especially adapted to teachers, ministers of the gospel and will be offered as a course in education. This course is offered in 1912.

The Psychology of Adolescence.—This course investigates the period of life when the ideals suddenly enlarge, when the youth becomes unsettled in his beliefs, and all life takes on different aspects. It aims to study the forces at work upon unfolding consciousness and to master the best methods for directing them so that the youth may be established in safe principles of life. This course presupposes a course in general psychology. President Hall's "Youth" is the principal text-book. This course is offered in 1912.

Logic.—The aim of this course is to give the student a thorough knowledge of the principles of deductive and inductive reasoning. In Deductive Logic attention is chiefly directed to the study of the forms of thought, the analysis of the syllogism, the detection of fallacies, and the estimation of evidence. In Inductive Logic the prob-

lem, grounds and principles of the various forms of induction are discussed, and care is taken to familiarize the student with the methods of scientific investigation and discovery. Second Semester.

Hibben's Deductive and Inductive Logic, Hyslop's Elements of Logic, Aikin's Principles of Logic, Davis' Elements of Deductive and Inductive Logic are used as text-books.

ETHICS AND PHILOSOPHY.

Introduction to Philosophy.—This course furnishes a general outline of the scope, divisions and aims of Philosophy. It is designated to introduce the student to the methods and problems of Philosophical study, and to guide him in forming habits of close analysis and original synthesis in dealing with the problems of human thought. First semester of the Senior year.

Fullerton's, Stuckenberg's and Paulsen's Introduction to Philosophy are used as text-books on this subject.

History of Philosophy.—The student of this subject begins with a brief survey of the development of philosophical thought in Greece. Special emphasis is laid upon Plato and Aristotle as illustrating the most important and interesting phases of ancient philosophy. In modern philosophy attention is principally paid to the systems of Kant, Fichte and Hegel. The course aims to acquaint the student with the progress of human thought, but also exhibits the relations of philosophical doctrines of practical life both personal and social. First semester of the Senior year.

The text books used are: Roger's History of Philosophy, Fairbank's First Philosophers of Greece, Zeller's

Handbook of Greek Philosophy, Royce's Spirit of Modern Philosophy, Windelband's History of Philosophy and Calkin's Persistent Problems of Philosophy.

Epistemology.—This course aims to inquire into the nature and conditions of formal truth in connection with the study of advanced logic. It investigates the equipment of the mind for logical operations, and their validity for the knowledge of reality. Thought is regarded as an organic activity which unfolds from within. The history of thought is traced, and the views of the more important thinkers are critically examined for the purpose of developing a constructive doctrine of thought and knowledge. Second semester of the Senior year.

The text-books are: Bowne's Theory of Thought and Knowledge, Ormund's Foundation of Knowledge and Ladd's Philosophy of Knowledge and Pillsbury's Psychology of Reasoning and Boodin's Truth and Reality.

Metaphysics.—In addition to the study of Philosophy as connected with the other branches of this department, one term is devoted to Metaphysics. This course embraces Ontology, Cosmology and Psychology. The aim is to deepen the interest in the profounder themes of philosophy, and to vindicate a theistic and Christian Philosophy from the misconception to which it is constantly exposed. The more important philosophical questions now at issue among speculators receive due consideration, and the results of recent critical discussions, together with comments, are interspersed with daily recitations. Second semester of the Senior year.

Bowne's Metaphysics, Ladd's Philosophy of Mind, Lotze's System of Philosophy and Ladd's Theory of Reality are the text-books.

Ethics.—This subject is treated as intimately connected with the study of psychology and philosophy, since its foundations lie in the human soul. The various types of the ethical theory in ancient and modern philosophy are critically examined and the metaphysical implications carefully considered. While keeping to the philosophical basis, the aim is throughout to make the instruction practical by showing the application of ethical problems to the diversified relations of the concrete duties of life. Second semester of the Senior year.

The text-books on this subject are: Seth's *Ethical Principles*, Bowne's *Theory of Ethics*, Paulsen's *System of Ethics* and Dewey and Tuft's *Ethics*.

Readings will be assigned from the modern philosophical writers for the purpose of understanding the different positions taken in the more recent history of thought, such as Rationalism and Empiricism, Monism and Pluralism, Absolutism and Pragmatism.

EDUCATION.

The purpose of this department is to acquaint the student with the history of educational efforts and progress; to establish him in the psychological and philosophical foundations of education, and to prepare him for the work of rational instruction. The course extends through an entire year, and presupposes a thorough acquaintance with history and general psychology.

History of Education.—The work begins with a historical survey of educational theories and practice from the time of the ancient Greeks to the present. The early Christian Schools, the significance of Scholasticism, the Renaissance and the Reformation are carefully studied.

Attention is, however, chiefly directed to the most important problems, suggested by the labors of educational leaders and reformers; and their contributions to the science of education. First Semester.

Seeley's History of Education, Kemp's History of Pedagogy, Monroe's History of Education, and Boone's Education in the United States are used as text-books.

Philosophy of Education.—The aim of this course is to inquire into the facts of education and their implications. Education in its broadest sense is regarded as a world-process which is intimately related to the history of civilization. But it has also a temporal aspect, under which the mind unfolds and reveals its inner nature. The problems of genetic psychology receive careful attention; and the fact that education is a process of self-realization through self-activity is constantly emphasized.

The text-books used are: Horne's Philosophy of Education, Rozenkranz's Philosophy of Education, Kant's Educational Theory and Henderson's Principles of Education.

Science and Art of Teaching.—This subject is an application of the principles of education to the art of teaching. Psychological facts are considered as the basis; and the laws of mental development are regarded as illustrating the most favorable conditions of intellectual growth. The actual needs of the teacher are constantly kept in view. The application of general principles to the method of teaching special branches, particularly those of the high school curriculum, serves to make this course entirely practical.

Horne's Psychological Principles of Education, Bagley's Educative Process, Compayre's Lectures on Teach-

ing, Putman's Manual of Pedagogics and McMurray's Method of Recitation are used as text-books.

School Management.—School supervision and management is the particular branch pursued during the third term. It includes a study and discussion of the essential elements of a good school; the hygienic conditions of the schoolroom, and the various problems that arise in the organization of the work, and the government of the school. It is intended to meet the requirements of teachers for schools of different grades. A course of experimental education will be offered in connection with this course.

Arnold's School and Class Management, Bagley's Classroom Management, Dutton's School Management, Seeley's New School Management and Roark's Economy in Education and Thorndike's Principles of Teaching. are the text-books.

BIBLICAL LITERATURE.

The Bible.—The study of the Bible extends through the entire College and Academy courses, classes meeting once a week. The course is systematic and progressive, and aims to acquaint the student with the historical facts of the Old and New Testament Scriptures, and the truth and principles of Christianity as taught by Christ and his apostles. The relation of the Bible to general history is carefully pointed out, and its influence upon the world, as a supernatural revelation is duly recognized. While no attempt is made to teach a dogmatic system of belief, attention is constantly directed to the profound significance of this study for religious culture and the development of the best type of character.

Christian Evidences.—This subject deals with the fundamental facts of Christianity and the various argu-

ments in proof of its claims. This course embraces the study of the nature and aim of Christianity, the miracle, the person of Christ, the authenticity, the genuineness and credibility of the Gospels, the testimony of the apostolic and patristic ages, and the effects of Christianity on human life and character. The method pursued is both historic and philosophical, and aims to bring to the mind of the student the Christian system as in harmony with nature and the dictates of reason, and as having the highest claims upon human acceptance. Second semester of the Senior year.

Fisher's *Grounds of Theistic and Christian Belief*, Robinson's *Christian Evidences* and Harris' *Self-Revelation of God* are used as text-books.

Natural Theology.—This subject treats of the existence and character of God, as these may be known from reason and nature. It assumes that nature bears the impress of the Creator, and that this is discoverable by reason. The results of scientific investigation and discovery are recognized and utilized so far as they bear on the subject. The insufficiency of the teaching of nature in regard to moral and religious truth is pointed out, and the mind directed to an appreciation of the divine revelation furnished by the word of God. First semester of the Senior year.

Valentine's *Natural Theology*, Flint's *Theism*, Peabody's *Christianity and Science*, Fisher's *Manual of Natural Theology* and Kirn's *Religion a Rational Demand* are the text-books.

Philosophy of Religion.—This course is designed to investigate as thoroughly as possible the rational grounds of religious faith and life. The foundations and the logical

value of the theistic argument are critically examined, and the relation of theism to Christianity is carefully pointed out. The principal anti-theistic theories are noted, and emphasis is laid upon the fact that the theistic conception meets and harmonizes the demands of the free intelligent spirit and constitutes the solution of the universal problem. Second semester of the Senior year.

The text-books used are: Bowne's Theism, Cairds' Philosophy of Religion, Harris' Philosophical Basis of Theism, Fraser's Philosophy of Theism, Schultz's Outline of Christian Apologetics and Flint's Agnosticism.

HISTORY.

The aims of this department are: (1) to present a clear and comprehensive view of "the course of human events" from the dawn of civilization to the present time; (2) to chart the main features in the pilgrimage of those Western Peoples from whom we derive our own civilization; (3) upon this foundation, to construct the framework of our own national history; (4) to awaken the historical imagination of the student and to develop in him a keen sense of cause and effect in the affairs of human life; (5) to furnish the necessary historical background for the profitable study of literature and the social sciences.

The text-book and library methods are supplemented by the lecture method with such use of source material as is consistent with the above aims. Analytical outlines, chronological charts and sketch maps are also required.

ACADEMY.

American History and Civics.—Four hours, first and second semester, first year. The study of history

should begin with the present and the familiar, then proceed to the remote and the past. Only so can it be made to yield the most fruitful results for the beginner. This course, therefore, furnishes the natural starting point for the American student, explaining as it does the institutions with which he is already familiar.

Ancient Oriental, Greek, and Roman History.—Four hours, first and second semesters, second year. This course traces the origins and early development of our civilization, down to its overthrow by the Barbarian Invasions of the Roman Empire.

Mediaeval History of Europe.—Four hours, first semester, fourth year. Traces the decline of Western European culture and civilization; the conflict of Christendom with Heathendom and Mohammedanism; the revival of Western Europe; the rise of modern states; the rebirth of Western Civilization.

History of England.—Four hours, second semester, fourth year. Traces the Anglo-Saxon Invasion of Roman Britain; the rise of the English nation; the Norman Conquest; the development of the English constitutional State; the colonial expansion of England; the long struggle for civil and religious liberty; formation of the British Empire.

COLLEGE.

Political History of Modern Europe.—Three hours, first semester, Sophomore year. Traces the development of European Civilization since the opening of the sixteenth century. Extensive outlines on regularly assigned outside reading are required weekly. Students are en-

couraged as far as practicable to refer to source materials in their outside reading.

Political History of the United States.—Three hours, second semester, Sophomore year. The object of this course is to trace closely the growth of modern political ideas in our own country and to thoroughly investigate the conditions which have given rise to present day problems and present relations with foreign powers. The regular recitation work is supplemented with frequent lectures and class reports on outside reading. One thesis on some particular phase of the subject is required. This course is given in alternate years. Will be offered in 1913-14.

Industrial History of the United States.—Three hours, second semester, Sophomore year. This course is intended to show the growth and organization of industry and finance during the period of our wonderful material development, and to afford a basis for a scientific study of practical economic problems. Extensive research on specially assigned subjects is required. This course is given in alternate years. Will be offered in 1912-13.

English History.—English History will be offered in the place of Industrial History of the United States whenever a sufficient number of applicants for second semester work express a desire to take the subject. This course traces the growth of English political ideas and constitutional liberty since the time of the Norman Conquest. Extensive outside reading and one long thesis, required.

THE SOCIAL SCIENCES.

ECONOMICS, POLITICS AND SOCIOLOGY.

The aim of the department will be to give the student a general knowledge of the Principles, the Literature, and the Practical Applications of the distinctive Social Sciences. The ideal of education as training for social efficiency is kept steadily in view and it is purposed to make the department, so far as possible, a School of Citizenship and Applied Christianity.

The thorough mastery of an outline text-book, supplemented by further study of special topics by the lecture, the library, and the laboratory methods, is the program prescribed for all classes in the department. The presence of students from all sections of North America adds greatly to the interest of the classroom discussions in these subjects.

Introduction to the Study of Society.—Two hours, first semester, Senior year. A concrete study of the origin, growth, structure and functions of the local society or community, as a basis of abstract scientific thinking about familiar social facts, as an inductive method of approach to the special social sciences, and as a means of emphasizing their essential unity in an integral social process.

The Elements of Political Science.—Four hours, first semester, Sophomore year. An examination of the nature of the State including the ideas of Sovereignty and Civil Liberty; the structure and functions of Government in general; and some account of national politics and international diplomacy.

American Government and Politics, Municipal, State and National.—Four hours, second semester, Soph-

omore year. A detailed study of the American Political System in its principles and practical operation. The rights and duties (with special emphasis upon the *duties*) of Citizenship in a Republic; the ideal of Efficient Democracy as the goal of political development; and current questions in Practical Politics, are included in this subject.

The Principles of Economics.—Four hours, first semester, Junior year. A study of what constitutes Value and how it is produced, maintained, increased or diminished in accordance with the natural laws of Business Enterprise and of human capacity for enjoyment. The immutable conditions of material welfare; the artificial restraints and obstacles interposed; the ideals of Democracy in Industry and Social Justice in economic legislation; and the true economy of all industrial resources, including that of human life, are the principal topics covered.

Constitutional Law.—Three hours, first semester, Senior year. A comparative study of the constitutions of the four leading countries of the world. Includes a close, logical analysis of the forms of government; the construction and operation of the several parts of the constitution; together with an exposition of the principles and tendencies of each. An excellent discipline in political reasoning.

International Law.—Three hours, second semester, Senior year. This subject comprises an historical and critical study of the international relations of sovereign states, and a discussion of the principal rights and obligations which civilized nations have come to observe in their relations and intercourse with one another. It is of the utmost importance to those who are to participate, di-

rectly or indirectly, in moulding public sentiment or shaping the policy of our government, towards other nations.

Outlines of General Sociology.—Three hours, second semester, Senior year. Traces the development of Sociological Theory, including the Structural and Functional Types of Descriptive Analysis of Society; the Psychological and Teleological Interpretation of Social Phenomena; the relation of Sociological Method to Social Reform; and attempts to formulate for solution in the light of the foregoing survey, the practical problems of modern society.

GERMAN LANGUAGE AND LITERATURE.

The aim of this department is to meet the wants not only of such students as are of German parentage and are able to read and speak the language when they enter, but also of such to whom the German is a foreign tongue.

Students who have a reading and speaking knowledge when they enter are advised to pursue the following:

German Grammar.—The aim is to give the student a knowledge of the essential facts of Grammar and to teach him to apply these in writing and speaking. Short themes written in German are required every two weeks. Text Lyon's *Handbuch der deutschen Sprache*. Five hours throughout the year.

Second Year German.—During the year the Grammar is thoroughly reviewed. Translation into German. Composition and conversation based on Kron's *German Daily Life*, and the reading and reproduction of a number of Shiller's Ballads and *Wilhelm Tell*. Conducted in German. Five hours throughout the year.

German Rhetoric.—A correct use of the German language and a knowledge of its higher rhetorical beauty are the aim of this year's work. Constant practice in the various kinds of composition is required. As models of style classic prose, orations, and choice poetry are critically read in class. Text Calmberg's *Kunst der Rede*, supplemented by lectures.

History of German Literature.—A systematic study of German literature from the earliest times, supplemented by the study of versification and of the different kinds of poetry and prose. Much of the choicest lyric poetry and such masterpieces as *Nibelungenlied*, Wieland's *Oberon*, Lessing's *Nathan der Weise*, Goethe's *Iphigenie auf Tauris*, and Schiller's *Wallenstein* and others are read. Four hours throughout the year.

Students who satisfactorily complete these studies together with those outlined for the German course on page 60 are entitled to graduation from this Course.

Students who have no knowledge of German when they enter and desire to pursue this language are advised to take the following courses in which German is used as much as possible in the classroom.

Beginning German Grammar and easy reading with composition based upon the text read. Five hours throughout the year.

Second Year German Drill upon the elements of German Grammar continued. Syntax. Reading of easy narrative prose. Constant practice in paraphrasing and in translating into German sentences based upon the text. Five hours throughout the year.

Third Year German Modern and classical prose and verse are read. Composition and Grammar review. Writ-

ing of short themes in German. The attention of the student is constantly called to English and German words of cognate origin. Four hours throughout the year.

Lessing—The life of Lessing. . Reading of Emilia Galotti. Nathan der Weise and other selections. Four hours first semester. Omitted in 1912-13.

Schiller—The Life of Schiller. Reading of Wallenstein and other selections. Four hours second semester. Omitted in 1912-13.

Goethes Life and Works.—The Life of Goethe. Reading of Dichtung und Wahrheit, Herman und Dorothea, Egmont, Iphigenie auf Tauris, Lyrics, and part I of Faust. Given in 1912-13.

Goethe's Faust—The Faust legend and early Faust books and plays, reading of Parts I and II. Open only to Juniors and Seniors. Two hours throughout the year. Given in 1912-13 and alternate years.

Historical Survey of German—The course aims to give the historic development of the language with special reference to modern German Grammar. Two hours First Semester. Omitted in 1912-13.

Middle High German—Introductory Course. Study of either the Niebelungenlied, Kudrun, or Der arme Heinrich. Two hours, second semester. Omitted in 1912-13. The last two courses are especially recommended to students who desire to teach German.

FRENCH LANGUAGE AND LITERATURE.

The course in French extends through three years and aims to give the student such practical knowledge of the language as will enable him to appreciate its literature and prepare him for broader fields of study.

First Year French.—Grammar, with practice in writing and speaking. During the first semester stress is laid on the syntax and pronunciation, while during the second semester the attention is directed chiefly to conversation, translation and reading in French without translation. 5 Hours.

Second Year French.—Introduction to French Literature. Selected readings from French classical and modern writers. A short History of French Literature will be used and collateral reading of French History will be required. Informal lectures and reports of authors read. 4 Hours.

Third Year French.—The first semester will be devoted to the study of French fiction, the second semester to the study of French drama. Informal lectures and reports of authors read. 4 Hours.

LATIN LANGUAGE AND LITERATURE.

The chief aim of the Department of Latin is to afford an intimate acquaintance with the best in the Latin language and literature. After a solid foundation has been laid in the working principles of the language, the student is introduced to the great masterpieces of the literature. The courses are carefully graded with reference to relative difficulty of translation and grammatical structure. The cultural value of the subjects taught and the needs of prospective teachers are kept constantly in mind. The advanced elective courses are planned especially for such as may desire to teach Latin.

The Roman method of pronunciation is used and considerable attention is given to the etymology of English words taken from the Latin. Attention is called to the

sequence of the following courses, and the student who wishes to specialize in Latin for the purpose of teaching is earnestly advised to pursue as many of the elective courses as possible.

Essentials of Latin.—Effort is made to acquire a good working vocabulary as well as a knowledge of the easier constructions. Text Pearson. Five hours per week throughout the year.

Caesar.—Selections from the Gallic and Civil Wars of Caesar are read and writing of Latin based upon the text, equivalent to one hour per week is done. The student is expected to acquire such historical and geographical information as is suggested by the text. Written exercises are required from time to time. Text, Mather. Five hours per week through the year.

Cicero.—Six orations of Cicero and some of the letters are read. Additional writing of Latin is required. Text, Kelsey. Four hours per week throughout the year.

Virgil—Virgil—"Aeneid," the first six books entire, or substitution of Ovid for the fifth book. Attention is given to poetical translation, as well as to the reading of poetry. Four hours per week throughout the year.

Livy, Horace and Tacitus.—(a) Portions of Livy relating to some of the most important epochs of Roman History, with special attention to word-order as indicating emphasis and meaning, are read.

(b) Horace and selections from the four books of Odes as well as from the Epodes and Satires, with special study of the few principal meters and memorizing of select passages.

(c) Tacitus—"Agricola" and "Germania". For these, Cicero—"De Senectute" or selections from "Letters" may be substituted.

(The foregoing are a pre-requisite to this.)

Teachers Training Course.—Difficult grammatical problems solved. Selections from the several Roman authors read with a minute examination of their structural and literary merits. Given in alternate years. Two hours per week through the year.

Advanced Roman History.—College credit. Open to all college students who have a reading knowledge of Latin. Will be given in alternate years. Two hours per week throughout the year.

Advanced Work.—Plautus—"Captivi" or "Trinummus"; Terence—"Andria" or "Adephoe"; Cicero—"Tusculan Disputations," book I; Horace—"Epistulae."

GREEK LANGUAGE AND LITERATURE.

The studies of this department extend through four years.

During the first year a thorough mastery of inflection, with the use of accents and the ordinary grammatical constructions, is required.

During the second year special attention is given to Greek syntax and idioms.

The following is the scheme of study:

First Year.—Goodwin's Grammar and White's Beginner's Greek Book.

Second Year.—Selections from Anabasis, Hellenica and New Testament, Goodwin's Moods and Tenses and Pearson's Prose Composition.

Third Year.—Selection from Herodotus, Homer's Iliad and Odyssey, Plato's Phaedo, or Crito.

Fourth Year.—Sophocles' *Antigone*, Demosthenes' *Oration on the Crown*, or selections from other authors.

An additional year of Greek may be elected by anyone who desires to continue its study. History, Geography and Archæology as related to the various subjects and countries, receive proper attention, and throughout the course it is the aim of this department to contribute its share to the development of the highest grade of scholarship.

ENGLISH.

ACADEMY.

The study of literature constitutes an important part of a liberal education. It introduces the student to the companionship of great and noble minds, and aims to give him a clear conception of the beauty and force of the great masterpieces that give dignity to language. The appreciative contact with the noblest works of the best writers cannot fail to have an inspiring and refining influence upon the thought of the student, and to contribute to the acquisition of a natural and effective use of language in speaking and writing.

First Year English.—After a thorough study of Grammar, this course supplies a long-felt need, in preparing the way for Rhetoric. Its aim is to make clear the relations of words, phrases and clauses in the sentence already formed, and help the student shape his own thought into vigorous, well knit idiomatic English. This subject also shows the historical connections between present usage and earlier construction. Its plan is to correlate English syntax with that of other languages, which the first year student is beginning. In composition the exercises

are analytic and constructive, thus leading to a clearer apprehension of the interdependence of syntax and composition, and a fuller survey of the subject as a whole in its essential unity.

Scott and Denney's *Elementary English Composition* is used as text, classes meeting four times a week.

Elementary Rhetoric.—One year is devoted to the study of *Elementary Rhetoric*, classes meeting four times a week. The course embraces a careful study of the principles and rules of punctuation with their application; instruction in the choice of words, the elements of style, figures of speech, structure of sentences and forming of paragraphs. The work is made as practical as possible by requiring written exercises in addition to the study of the text-book. The aim of these exercises is to emphasize the points presented in the text, more especially to provide for frequent drills in oral composition. This course is introductory to *Freshman Rhetoric*.

Scott and Denney's *Composition and Literature* is used as text-book.

American Literature.—This course takes up the history of American Literature, the product of a part of the English people under new geographical and political conditions. It is essential, therefore, that the student be thoroughly acquainted with both English and American political, social and literary history. He must know what the environments of our literature are; and what are the relations between cause and effect, between the Saxon mind in England and the Saxon mind in America.

One year is devoted to this subject and comes in the Academy course, third year. In connection with a text-book, many standard productions, both poetry and prose,

are critically analyzed in class. Besides this, the student is required to pursue a course of reading and prepare written exercises such as reproductions, critiques and reviews of several standard prose works. These exercises are carefully criticised by the teacher and some are read and discussed before the class.

Newcomer's text-book is used, besides a number of classics and other noted works of reference. Classes meet four times a week.

Elementary English Literature.—This course includes a thorough study of the logical development of English Literature and a brief survey of the general character of its different periods. Special attention is paid to representative authors. A text-book serves as a guide in the study, but this is supplemented by copious selections from English masterpieces. This course is governed by "College Entrance Requirements in English." In the study of these masterpieces the student becomes acquainted with the style of different authors. Besides closely and critically analyzing a number of the standard works, collateral reading is required, and written exercises, biographical and critical, upon these authors, are read and discussed in class. The course extends through one year in the Academy, classes meeting four times a week.

The Making of English Literature by Crawshaw is the text used. English classics and other standard works of reference, such as Pancoast's History, are freely used.

ENGLISH.

College.

Freshman Rhetoric.—It is the aim of this course to set forth clearly and forcibly the essential working prin-

ciples that underlie all effective writing and speaking. Rhetorical theory is supplemented by an abundance of practical illustration, theme-writing, class discussion and individual criticism. Special attention is given to the four forms of discourse, Description, Narration, Exposition and Persuasion. Lectures, Text-books and individual conferences. Two texts are used: Baldwin's "Composition, Oral and Written" and Genung's "The Working Principles of Rhetoric;" the former as the basis of class-room discussion, the latter for reference.

Freshmen, First Semester; four hours a week.

Freshmen Rhetoric.—In this course the study of rhetorical theory is continued and the principles which govern the construction of the sentence, the paragraph, and the composition as a whole are further illustrated and applied. A careful study is made of the thirty-eight honor orations edited by Professor Trueblood, Caskey and Gordon for the Northern Oratorical League. Two orations are required from the young men; and one oration and a declamation from the young women. The second half of the semester is devoted to the study of Argumentation and Debate. Some practice is afforded in analysis, brief-drawing and oral presentation. Texts: "Winning Speeches," Trueblood, Caskey and Gordon; and, "Practical Argumentation," Pattee.

Freshmen, Second Semester; four hours a week.

The Short Story.—Here the student makes a complete study and application of the principles of narration, one of the four forms of discourse found in course I. A prescribed list of short stories is read out of class and reported upon, typical stories are read and discussed in class, and much original work is required of each student.

Lectures and Individual conferences. Texts: "Writing the Short-Story", Esenwein; "The Odd Number," Maupassant; "American Short Stories," Baldwin.

Sophomore, First Semester; two hours a week.

Literary Criticism.—This course is designed to give definiteness and delight to literary study, and to guide the student of Literature in making critical estimates. The purpose of the work is to present, not the vast body of critical theory but only those methods and principles which appear to be the most useful to the student in cultivating an intelligent appreciation of literature. Interesting material for intensive study and class-room discussions, in addition to the text-book, is provided by a series of Ten Critical Essays written by Hazlitt, Carlyle, Macaulay, Thackeray, Newman, Bagehot, Pater, Stephen, Morley and Arnold. Texts: "Nineteenth Century English Prose" Dickinson and Roe, "Principles of Literary Criticism" Winchester.

Sophomore, Second Semester; two hours a week.

English Poetry.—The purpose of this course is to introduce the student to the technique, and the æsthetic character of English verse, and to show the true nature of poetry as an art and as a social force. The study is not made too theoretical or technical, but is concerned with those things which every educated person should know of the structure of English verse and its subject matter. This course must precede all courses in poetry. Texts: "A Study of Versification," Matthews. Three of the following volumes are to furnish illustrative material: "Choice English Lyrics," Baldwin, "Old English Ballads" Gummere, "The Book of Elegies" Baldwin, and "Lyrical Poems" Johnson.

Juniors, First Semester; two hours a week.

The Novel.—This course is concerned, not with the origin and development of the novel, nor with the contemporaneous fiction, but with the “body of doctrine” governing the Art of fiction. A study is made of purpose in fiction, of plot and plot development, of character, characterization and dialogue, of setting, of denouement, and of the relation which the novel bears to other forms of literature and to the life of man. The aim of the work is to lead the student to an appreciative reading of worthy fiction. Lectures, and specimen analyses of model novels are given by the instructor, and a carefully worked out analysis of at least one standard novel is required of each student. Text: “The Technique of the Novel” by Horn. Novels to be announced.

Juniors, Second Semester; two hours a week.

Shakespearean Drama.—The technique of the drama is given in lectures. The following plays are studied: Love’s Labour’s Lost, Richard III., Romeo and Juliet, As You Like It, Othello, King Lear, Antony and Cleopatra, Coriolanus, The Tempest. Papers on assigned topics are read and discussed in class. Given in 1911-1912. This course alternates with course in Fiction.

History and Criticism of Nineteenth Century Poetry.—This course is designed to acquaint the student with the history of English Poetry from Wordsworth to Tennyson. Special attention is given to the best work of the leading poets of the period. Texts: Saintsbury’s “History of Nineteenth Century Literature; and Ward’s “The English Poets,” Volume IV. Given in First Semester 1912-1913. Offered to Juniors and Seniors.

American Literary Criticism.—It is the purpose of this course to trace the development of literary criticism

in America. The material studied consists of several typical essays in Criticism by twelve American authors. Text: "American Literary Criticism," Payne. Offered to Seniors 1913-1914.

American Poets.—The work consists of interpretative reading of several poems, rapid reading of others, assignments and reports. The poets studied are: Bryant, Poe, Longfellow, Whittier, Holmes, Lowell, Whitman and Lanier. Text: "The Chief American Poets," Page. Offered to Seniors 1913-1914.

Four (Minor) Victorian Poets.—This course combines the study of the lives and the poetry of Clough, Arnold, Rosetti and Morris in their relation to modern life. Text: "Four Victorian Poets", Brooke.

Open to Seniors in 1912-1913. First Semester.

Chief Victorian Poets: Browning and Tennyson.—A Study of the mission of these poets, their choice of subjects, their religion, optimism and philosophy. Reading, interpretation, lectures, assignments and reports. Texts: "Introduction to the Poetry of Robert Browning," Alexander, "Poems of Browning and Tennyson" in "The Oxford Poets," edition. Open to Seniors 1912-1913. Second Semester.

PUBLIC SPEAKING.

This department is designed to teach Oratory as an Art based upon the laws of nature. The aim is to develop the entire man, to cultivate harmoniously the body, mind and soul, and to enable him to use the full measure of his powers before an audience.

Every great speaker possesses an individuality distinct from that of any other speaker. The individuality of the

student is therefore of great importance. He is trained not by fashioning him after a certain model, or by making him a slave to arbitrary rules, but by quickening and developing all the intellectual faculties, cultivating the imagination, deepening and guiding the emotions, freeing and disciplining all his powers of expression and then leaving him unhampered with his own temperament. The student is not to be an imitator of his teacher. The aim is to develop "artists, not apes; personality, not actors."

COURSES OF INSTRUCTION.

In addition to the following courses of study, private work in the various branches of the Art of Expression is offered.

Public Speaking.—Here at the outset, the mental requirements for speaking are emphasized. The basis of effective speaking is shown to be clear and orderly thinking. Thought—expression precedes all considerations of technique. This study furnishes a basis for subsequent work in formal oratory, debate and extempore speaking. Given every year.

Text: "Public Speaking"—Shurter. Lectures.

Principles of Elocution.—Now the work is at once more technical and more practical. It is more technical in that the student masters a more advanced text, and more practical in that he is required to apply in his declamation work before the class the principles gathered from the text. Constructive, positive, encouraging criticism is given by both the class and the instructor. Given every year.

Text: "Practical Elocution."—Fulton and Trueblood.

Extemporaneous Oratory.—This course is designed to give the amateur speaker facility in outlining a subject, clarity of thought, skill in marshalling material and effectiveness in properly presenting, on short notice, thoughts previously gathered. It aims to develop the logical acumen, the analytic as well as the synthetic qualities of the learner. Each student is required to make several extemporaneous addresses before the class, on subjects assigned by the Instructor. The address is criticised as to form and substance, arrangement, literary value, and thought; and the speaker, as to his directness, simplicity, earnestness, impressiveness and forensic deportment. Given every year.

Texts: "Extemporaneous Oratory"—Buckley; "Extempore Speaking"—Shurter.

Argumentation and Debate.—This work is designed to serve not only as a stepping-stone to successful debating, but also, and more especially, as a training in the habits of accurate thinking, fair-mindedness and thoroughness, as well as lucid, exact, interesting expression. Frequent debates, preceded by briefs, are a part of the work of the class. These debates are criticised before the class as to substance and form—thought, arrangement, use of evidence, rebuttal tactics, literary form and delivery. Given every year.

Text: "Argumentation and Debating."—Foster.

Effective Speaking.—Effectiveness in respect to delivery is not studied in connection with this course. It is a study of the rhetoric, logic, and the great psychological principles that govern success in speech. This is the most advanced course offered. Text: "Effective Speaking," Phillips. Given every year.

The following courses will be given if elected by ten or more students.

1. History of Oratory.
2. Psychology of Public Speaking.
3. Oratorical Composition and Delivery.

Private Instruction.—Those students who feel the need of training for the removal of defects of speech and those who desire to fit themselves for work in professional reading and lecturing may obtain special private instruction at the following rates:

Single lessons, one hour	\$ 1.50
Twelve lessons, forty-five minutes each.....	12.00

MATHEMATICS.

The study of mathematics aims to develop the power of clear and consecutive reasoning, to form habits of exact and accurate expression, and to prepare for the pursuit of higher technical work and scientific research. It therefore justly holds a prominent place in the College curriculum.

Academy.

Algebra.—One and one-half years are devoted to the study of Elements of Algebra. During the first year the student is expected to thoroughly master—The Four Fundamental Processes, Principles of Aggregation, Transposition, Factoring, Common Divisors and Multiples Fractions, Simple and Simultaneous Equations, Involution, Evolution through square and cube root, Theory of Exponents, Radicals, Pure and affected quadratic equations and Higher Equations of the quadratic form

Milne's High School Algebra is the text used and the work will cover the first 250 pages. The first half of the second year will complete the book including the subjects—Ratio, Proportion, Progressions, Imaginary Quantities, Simple Logarithms, the Binomial Theorem, etc., closing with Graphic Algebra.

We aim to so emphasize the various truths that the student will be well grounded in all the principles and processes of Elementary Algebra.

Plane and Solid Geometry.—This study is pursued during the fourth year in the Academy. Faylor's Plane and Solid Geometry is used as a text-book. Nicety and exactness of statement will be insisted upon, so that the study of this subject may benefit the students' language as well as improve his knowledge of mathematics.

A large number of original exercises and problems will be required in order to cultivate skill and power in applying principles and methods already learned, and to develop in the student a thorough mastery of his own work and resources.

COLLEGE.

College Algebra.—This subject is studied in the first semester of the Freshman year, and completes the work in Algebra. Beginning with a review in Quadratics, the course includes a thorough study of the Theory of Equations, Binomial Theorem, Series, Determinants, etc. The theory and use of Logarithms receives special attention.

Plane and Spherical Trigonometry.—Trigonometry is offered in the second semester of the Freshman year. The text used is Bauer and Brooke's. A thorough mastery of the essential principles of the subject is required, and a

large number and variety of exercises and examples are given in order to develop skill and judgment in applying principles.

Analytic Geometry.—This course is arranged for the first semester of the Sophomore year and is required in the Scientific course, but elective in the other courses. The work embraces the study of the Point, Straight Lines, Circles, Loci, Parabola and a fuller treatment of Conic Sections. Numerous exercises and problems are added and a thorough work is insisted upon as a means of securing the best mental discipline.

Advanced work in Plane Analytics and Solid Analytic Geometry may be elected in the second semester of the Sophomore year.

Surveying.—This subject is required in the Scientific course. Hodgman's Manual serves as text-book. The chief aim in this study is to familiarize the student with the ordinary operations and computations of surveying and leveling. Sufficient work is required to enable the student to understand the various instruments and to use them with facility. Calculus may be substituted for Surveying.

Differential and Integral Calculus.—This course may be elected in the Junior year. The aim is to make this a practical and interesting study. The course includes a thorough study of the principles and their applications in the solution of the various classes of problems. Osborne's text is used. Electives are also offered in advanced Calculus or Determinants.

General Astronomy.—The aim of this study is to give the student a comprehensive knowledge of the general

principles and theories of the heavenly bodies: their distance, motions and mutual relations; their form, dimensions and constitutions; the theories regarding their origin and the latest and best methods of investigation.

The constant purpose is to create within the student a deep and abiding love for the subject and to broaden his mental horizon. This work is offered during the first semester of the senior year. Advanced work may be elected. Young's Manual is the text.

PHYSICS.

ACADEMY.

Elementary Physics.—This course extends through one year and corresponds in grade to the work usually offered in secondary schools. Those who enter it should have a working knowledge of the metric system and the elements of algebra. Recitations, demonstrations before the class, problems, and carefully correlated laboratory work make the course interesting, practical and thorough. Students are required to perform fifty quantitative experiments which are carefully recorded and submitted to the instructor for criticism. Millikan and Gale's text-book and Manual are used in this course.

COLLEGE.

General Physics.—The work of this course extends through two semesters and presupposes such knowledge of the subject as Elementary Physics aims to furnish. Considerable time is given to the working of problems and to the discussion of those fundamental laws and principles which underlie the science. The historical development of

the subject, as well as the contributions made by prominent investigators of the present day, receive special attention. During the first semester Mechanics and Heat are studied; Sound, Light and Electricity are taken up during the second. Class room work is supplemented by lectures and demonstrations, and by a Laboratory Course in quantitative determinations. The experiments required are selected with a view to develop thought power and to stimulate interest in the subject. In addition to the required work, students are encouraged to read recognized authorities along lines suggested by the instructor.

Crew's General Physics and Ames' and Bliss' Course of Experiments serve as text-book and laboratory guide.

Physical Measurements.—The aim of this course is to establish an intimate and vital connection between the theory of physics and experiments in the laboratory. It is open to all students who have completed a course in General Physics such as is offered in Northwestern College and who have the necessary mathematical preparation. Precision of measurements and careful determination of physical constants are emphasized throughout the course.

CHEMISTRY.

ACADEMY.

Elementary Chemistry.—This course is designed to furnish an introduction to chemical theory, to the use of symbols, formulæ and equations; and to a practical knowledge of the elements and their more important compounds. It extends through one year and counts for four hours, two hours being spent in recitation and four in the laboratory each week. It is open to all students in the prepara-

tory department, and is required of all expecting to enter the scientific course. Henderson's Elementary Chemistry and Experiments are used as text-book and laboratory manual.

COLLEGE.

General Chemistry.—This course is intended for students desiring to complete the Philosophical and Classical Courses and who have not had a course in Elementary Chemistry. It extends through the Junior year, two hours per week being spent in the recitation room and four hours per week being devoted to laboratory work. In the first semester the study is mainly of acid forming elements; in the second semester the metals and some of the more important organic compounds are studied. This is a strong course and meets in an admirable manner the needs of those who desire a general knowledge of the facts and methods of Chemistry. Newell's College Chemistry is used as text-book. Laboratory work is taken from Smith's Manual.

Advanced General Chemistry.—This course is intended for Scientific students who have had one full year of chemistry and is in every respect a very strong course. In addition to the work usually studied in General Chemistry, considerable time is devoted to the consideration of the physical-chemical theories and their relation to chemical phenomena. Recitations are held twice a week throughout the year and a minimum of four hours laboratory work is required although more time may be profitably spent on the work outlined for the course. Smith's General Inorganic Chemistry and Laboratory Manual are used in this course.

Qualitative Analysis.—This course is required of students who desire to complete the Scientific Course. It extends through one semester, eight hours per week being spent in the laboratory. The study of the bases is first taken up. The student deals for the first few weeks with known compounds and by lecture, recitation, and laboratory work, is led to familiarize himself with the distinguished characteristics of the various groups, sub-groups and separate elements. He is then directed to deduce a scheme of analysis which will enable him to discover and identify the basic elements. Unknown solutions are next taken up; first those which are comparatively simple, later those which are more complex. Acid analysis is studied and developed in a similar manner. The latter part of the course is spent in analyzing minerals, alloys and complex mixtures of various kinds. Newth's Manual of Chemical Analysis is used in this and the following course.

Quantitative Analysis.—This course extends through one semester of the Junior year. It consists of laboratory work with lectures on laboratory methods and individual instruction at the students desk. Besides systematic work in gravimetric and volumetric analysis, it includes the quantitative determination of a graded series of compounds. The choice of substances will be governed by the interest or needs of the student, the aim to secure a thorough knowledge of the subject and to develop the judgment by careful attention to the details in the application of means to ends.

Organic Chemistry is offered alternate years and is open to students who have completed a course in Gen-

eral Inorganic Chemistry. The course extends through the year two hours per week being devoted to lectures and recitations four hours per week to laboratory work. Will be offered in 1912-'13.

Geology.—Since Geology depends upon so many other sciences for its comprehension, it is appropriately placed in the second semester of the Junior year. The text-book used is Brigham's Geology; and LeConte's Elements and Dana's Manual are recommended for additional reading. Field work is done as much as possible; our locality affording special facilities for observation of drift deposits. Mineralogy is taken up in connection with Geology one hour a week. Talks are given on composition of minerals, crystallography, etc., etc., and about fifty minerals are studied and determined by their external characteristics.

BIOLOGICAL SCIENCE.

ACADEMY.

Physiology.—The object of this course is to give the student a general knowledge of the structure and functions of the various organs of the body in their normal conditions. Enough anatomy is given to render the physiological discussions intelligible, and enough of hygiene to guide to an intelligent care of the body. Demonstrations illustrating the subject accompany the study. Walker's Physiology is used as text-book.

Elementary Botany.—This course aims to furnish an introduction to the scientific study of plant life. Beginning with the simplest forms, representative types are selected for careful analysis, including a study of the

structure, nature and growth of plants. Practical work in analysis and classification is required, and adds greatly to the interest and value of the study. Bergen's Elementary Botany is the text-book.

Elementary Zoology.—This course gives the student an introduction to the study of animal life. Specimens illustrating distinct types are used as much as possible. Observation of the life and habits of local species is encouraged. In the class room Davison's Practical Zoology is followed as text. Laboratory exercises two hours per week are required throughout the semester.

COLLEGE.

General Botany.—This course runs through one semester and is intended for students in the Classical and Philosophical courses. Bergen and Davis' Principles of Botany is used as text. Laboratory work two hours a week is required in which the principal types of Cryptogamous and Phanerogamous plants are studied, as well as the structure and tissues of the higher plants. Field work is also required. Students are expected to study, classify, press and mount 60 specimens, of which 30 are also to be carefully described. Material from the College Herbarium is constantly used to illustrate the subject.

Advanced Botany.—This course is open only to such as have had preparatory training in Botany and is required of students of the Scientific course. The course runs through the year and consists of text study and recitations; laboratory work two hours a week for the year; field study of such types as may be found in the vicinity of Naperville; and the study of herbarium construction

and classification. For the recitation, Atkinson's College Botany or some equivalent text is used. In the laboratory, the compound microscope will be freely used in the study of type plants and their structure. The student is required to collect, press and neatly mount 100 specimens, and correctly arrange them in Order covers, and 40 specimens are to be accompanied by carefully written descriptions. The College Herbarium of over 30,000 specimens will be constantly used to furnish illustrative material.

General Zoology.—This course is more extended and advanced than the last but does not necessarily require any previous study of the science. It is intended for students of the Classical and Philosophical courses. Linville and Kelly's General Zoology is followed as a text-book. Specimens from the College Museum are constantly used to illustrate species under discussion. In the Laboratory the most important animal types are studied. Observation of the habits and life history of the animals to be found in our vicinity is encouraged as much as possible.

Advanced Zoology.—Students taking this course are required to have an elementary knowledge of the science. This course is required in the Scientific course and is recommended to all others who expect to make the teaching of Biology a life work. The classification of animals is studied more carefully and thoroughly than in the other courses. Recitations will be based on Hertwig's Manual of Zoology as a text-book or on some other text of equal standing. Laboratory work extends through the year and all the important types of animals are studied. The compound microscope is frequently used. The student is expected to collect, preserve and carefully classify 50 specimens of animals as found in this locality.

Advanced Biology.—This course is offered in the Senior year of the Scientific course, and presupposes such proficiency in biological study as the prescribed work of the preceding years may be assumed to have furnished. The first semester is devoted to the microscopic investigation of the structure of plant cells, and various vegetable forms; and the second to the nature and physiology of animal life, together with the activities and diversities in typical forms, the distribution of animals and their adaptation to geographical environment. The formal class-room instruction is supplemented by individual laboratory work, and the results are reported in written form. Careful instruction in Microscopic technique is given throughout the year. The student is expected to learn the best methods of killing and fixing tissues imbedding in parafin, sectioning, staining and mounting several media. This course is of special value to teachers of Biology.

SCHOOL OF COMMERCE.

A. C. GEGENHEIMER,

Principal.

The purpose of this department is to provide for a thorough business education. The regular commercial studies may be completed in one year, but persons deficient in the common English branches will require two years. The aim is to give the student a clear and practical knowledge of the Science of accounts and all commercial transactions. The plan of the work is broad and liberal, thorough and complete, and embraces all the principles and the varied details from the simple idea of debit

and credit to the most complex and intricate computations. The work is so practical that it cannot fail to be of greatest value to every student, whatever his pursuit in life may be.

Its connection with a literary college gives the department many important advantages. Commercial students are in daily contact with the students of the college and receive the benefit of all those literary stimulations that prove so helpful in the pursuit of knowledge. They have free access to the College library and reading room, and may enter any College class for which they are properly prepared.

Book-Keeping.—This study embraces the theory of accounts by Single and Double Entry. The first term is devoted to elementary work during which the student becomes familiar with Day-Book and Journal entries, opening and closing the Ledger, making Trial Balances, Financial Statements, and the various forms of Inventories, Bills, Discounts and Premiums. The second term advanced work in Book-keeping and Banking is taken up. The student is required to work in books and forms as used in Wholesale, Retailing, Commission, Shipping, Railroading, Partnership and Manufacturing. The practical work of this term is performed in connection with offices fitted up for this purpose.

Commercial Arithmetic.—In the study of this subject attention is especially directed to Interest, Bank Accounts, Trade Discounts, Stocks, Bonds, Insurance, Partnership, and Equation of Accounts. It is intended to give the student thorough knowledge of all forms of Arithmetics bearing upon commercial transactions.

Commercial Law.—In this branch careful instruction is given on the following subjects: Contracts, Negotiable Papers, Agency, Partnership, Corporations, Payments, Liens, Interest and Usury, Bailment, Guaranty and Surety, Real Estate Conveyance and Settlement of Estates. A text-book is used but frequent lectures are added to supplement the work.

Commercial Geography.—This subject is taken up during the Spring term, and aims to furnish a general survey of the development of industry and the expansion of commerce in the civilized countries of the world. The production and distribution of the principal articles which enter into American trade are studied with special care. The instruction is based upon the use of a text-book, but supplemented by class-room discussion.

Actual Business Practice.—This is one of the special features of the course. Here business is transacted on the actual business plan which brings into practice the theories and the principles daily taught in the class-room. The Department is furnished with Banks, Commission and Wholesale Houses, and all the appliances necessary to acquaint the student thoroughly with actual business operations.

Penmanship.—Classes in Penmanship are formed every term. Careful and systematic instruction, and painstaking practice enable the student to acquire not only a thorough knowledge of the theory of the art, but also ability to rapid and graceful execution. Weekly drills in writing Letters, Notes, Receipts, Drafts, Orders, Checks, etc., accompany the work in Penmanship.

Special Drill Exercises.—Special exercises in Business Correspondence, Drawing up of Contracts, Leases, Deeds,

Mortgages; and the various forms of Commercial Papers continue throughout the course.

All papers and books are carefully inspected by the Teacher, and errors are marked and the forms of correction suggested. But the student is in every case required to make the correction himself, and copy all work and manuscript in which errors, blots or erasures occur.

Extra Studies.—Commercial students are entitled to one extra study in any department of the College in addition to the Commercial Course without extra charge, except in Music and Art.

Admission.—Applicants for admission to the Commercial Department must possess a good common school education. The business world of to-day requires not only a knowledge of commercial branches, but also a thorough general education. Graduates from high schools will, upon presenting their diplomas, be admitted without examination. Persons not having completed some regular preparatory course, are expected to pass an examination in the common English branches: Reading and Spelling, Arithmetic, Grammar, Geography and United States History. Such as are not ready for the business course, will be advised to enter the Preparatory Department of the College.

Course of Study.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Book-Keeping	Book-Keeping	Book-Keeping
Commercial Arithmetic	Commercial Law	Commercial Geogr'hy
Penmanship	Penmanship	Penmanship
English	English	English
		Quick Figuring

Time Required.—A student properly prepared can complete the studies usually required in a commercial course in six months, although his work will always be more thorough and satisfactory if he takes nine months. Students may enter at the beginning of either of the Fall or Winter term, but they are earnestly advised to enter in the Fall, at the opening of the school year, if possible.

Diplomas.—Students, who satisfactorily complete either the six months or nine months' course and pass the required examination, receive a diploma.

SHORTHAND AND TYPEWRITING.

The Commercial Department offers also superior advantages for the study of Shorthand and Typewriting. The great demand for Reporters and Amenuenses makes this a very popular course. The instruction is thorough and gives special attention to system, speed and accuracy. The Eclectic System of Shorthand is taught, and the Remington and Underwood typewriters are used. The principles of Shorthand can be completed in one term, but the regular course requires three terms. The work in Typewriting usually requires the same length of time.

EXPENSES.

Tuition for the Commercial Course, not including Shorthand, Typewriting and Ornamental Penmanship:

First Term	\$12.00
Second Term	12.00
Third Term	9.50
Incidentals, including gymnasium fee	8.00
Diploma	2.00

TUITION FOR SINGLE STUDIES.

Penmanship alone, per term	\$ 3.00
Ornamental Penmanship, per term	3.00
Shorthand, per term	3.00
Typewriting, first term	10.00
Typewriting, second term	5.00
Book-Keeping, one term	6.00
Commercial Law, one term	3.00

Expense for board, room rent and fuel, see "Rooms and Boarding."

SCHOOL OF MUSIC.

FACULTY.

LAWRENCE H. SEAGER, D. D.

President.

J. ALBERT ALLEN, JR.

Director of School of Music.

Piano, Organ, Theory and Harmony.

HENRY C. SMITH, A. M.

Vocal Music.

RUTH K. SPEICHER.

Voice Culture.

History of Music.

Conductor of Glee Clubs and Chorus.

J. FREDERICK FEHR.

Violin.

Conductor of Orchestra.

GENERAL STATEMENT.

The Department of Music forms an integral part of the College and is under the same government and discipline. But its immediate interests and specific work are under the supervision of the Director of the School of Music. The purpose of the School is to provide opportunities for obtaining a good musical education under the auspices of a Christian institution. The general plan of the work is the same as that of the best American schools of music. The courses of study are thorough and comprehensive, and the methods of instruction are along modern lines. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of manhood and womanhood. The intimate connection of the school with other departments of the college presents to the student opportunities of pursuing musical and literary studies at the same time. And such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual, aesthetic and moral culture.

Instruction is offered in Piano, Pipe Organ, Violin, Voice Culture and Choral Singing, as also in theoretical courses, including Harmony, Counterpoint, History of Music and Musical Theory. The work in each branch is pursued systematically, but the time required for its completion will depend upon the ability of the student. In all departments pupils will be advanced as rapidly as their work may justify.

The theoretical courses are open as electives to college students who have received the Sophomore year, and possess such musical ability as will enable them to pursue

these courses with profit. Full credit will be given for work in Harmony, History and Theory of Music in making up the requirements for the bachelor's degree. The election and substitution of this work is, however, in all cases subject to the approval of the faculty.

COURSES OF STUDY.

The work of the several departments is arranged in two courses, as follows:

1st. **The Teacher's Certificate Course**, designed for the training of teachers, covers four grades of work. Students completing this course and having good grades in the common English branches, are entitled to a teacher's certificate.

2nd. **The Diploma Course**, intended to furnish a thorough musical education, embraces the range of subjects, both practical and theoretical, usually taught in the best schools of music. Students completing this course and possessing literary attainments equal to a good high school education, receive a diploma.

PIANO DEPARTMENT.

An idea of the work required in the Teacher's Certificate may be obtained from the following outlined studies, extending through four grades.

First three grades.—Instruction in the correct position and use of the fingers, hand, wrist and arm with exercises and scales for correct touch; all major and minor scales in octaves, thirds and sixths, parallel and contrary motion. Triad arpeggios in all forms and positions. Other special technical exercises which may be needed by any student. Octave playing begun. Studies selected from the follow-

ing list or an equivalent, according to the needs of the pupil. Studies for earliest grades by Le Couppey, Duvernoy, Gurlitt, Köhler, Loeschorn and Vogt.

- Loeschorn Op. 65.
- Köhler Op. 242.
- Heller Op. 47 and 46.
- Biehl Op. 139.
- Czerny Op. 636.
- Berens Op. 61.
- Krause Op. 2. (Trill Studies.)
- Bach-Faelton Ten easiest pieces.
- Bach Small preludes and fugues.
- Bach Two-voiced inventions.

Solo pieces and duets suitable for these grades by standard composers.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—Additional technical work as required; greater velocity in scales and arpeggios, and scales in double thirds at moderate speed. Studies selected from the following list or an equivalent, according to the needs of the pupil.

- Cramer-Bülow Selected Studies.
- Bach Three voiced inventions.
- Czerny Op. 740.
- Clementi-Tausig Gradus ad Parnassum.

Solo pieces by Beethoven (at least three sonatas), Schumann, Chopin, Mozart and Mendelssohn, and modern composers. Ensemble work will also be required, such as pieces for two pianos, violin and piano, or accompaniment of songs and arias.

Special stress is not laid on concert performance in this course but all pupils are expected to appear in the public recitals.

The fourth grade usually requires a little more than a year, depending on the natural talent of the pupil and the amount of daily work.

ADDITIONAL WORK REQUIRED FOR DIPLOMA.

One year's work on selections from the following studies.

Clementi-Tausig Gradus ad Parnassum.

Bach Well-Tempered Clavichord.

Moscheles Op. 70.

Chopin Etudes.

Works by the standard composers for public performance, a concerto to be performed in public, and one public recital to be given alone.

VOICE DEPARTMENT.

In this department great care is taken to give the pupil a correct method in the use of the voice. The aim is so to train and develop the voice and comprehension of the student as to enable him to become an intelligent and expressive singer. Purity and sweetness of tone is an attainment which every student should earnestly labor to acquire.

Teacher's Certificate Course.—First three grades. Special attention is given to breathing, voice placing, formation of vowels, correct intonation and attack. Exercises by the teacher designed for the special needs of each

student with the Siebert, Abt, and Randegger vocalises form the basis of the work. The Concone Fifty Exercises and Marchesi Elementary Exercises are then taken up. Songs from the classic romantic and modern periods are studied and complete the requirements of these grades.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—The completion of this course requires an additional year of study, after the preparatory work has been finished. Special attention is given to phrasing, expression and interpretation. Songs of Schumann and Schubert and arias from standard authors are included in the work of the year.

Candidates for the Teacher's Certificate in Voice must be able to play accompaniments on the piano and read vocal music at sight.

Diploma Course.—This course requires one year's work in addition to the Teacher's Certificate course. Exercises in vocalization, Chromatic scales, and selections from the more difficult studies in vocal technic are included in this grade of work.

VIOLIN DEPARTMENT.

Courses.

First Grade.—Methods of Herman, Sevcik, Schradieck, Kayser form the basis of the work of this year. Easy solos and duets in the first position.

Second Grade.—The work of the second year includes a study of the positions as outlined by Hermann and Sevcik, Technic by Schradieck and Sevcik and Mazas

Etudes and Dont Preparatory Studies to Kreutzer. Solos suitable to this grade.

Third Grade.—Kreutzer's Etudes with the Art of Bowing by Kross as a supplement. Technical Studies of Sevcik and Schradieck. Solo work to suit this grade. Pupils in this year are also permitted to take up chamber music. They will have instruction and practice in trios and quartettes and are expected to play in the College Orchestra.

PIPE ORGAN.

The College has a fine large pipe organ, and also a beautiful two manual reed-pipe organ, both of which are available for study and practice by the pupils of the School of Music. The pipe organ is justly considered the grandest of all musical instruments, capable of producing effects that are incomparable for beauty and grandeur of tone. The opportunities for study in this department are unsurpassed except in the largest cities.

But it being a difficult instrument to master, an organ course should not be begun until a good degree of piano technic has been acquired. The second grade of that course should, as a rule, be completed before entering upon a course in pipe organ.

First Year.—The work begins with exercises in pedal practice, hymn playing and elementary registration. Whiting's and Dunham's organ schools, and easier pieces for the organ furnish the material for the first year's study.

Second Year.—The second year's work continues the study in registration. Buck's studies in Pedal Phrasing

and polyphonic studies and pieces by Bach and others indicate the general range of the work for the year.

Third Year.—In the third year attention is especially devoted to the study of solo playing and work intended to prepare for position as church organists. Mendelssohn's Organ works, Bach Fugues, and compositions by Guilmant, Batiste, Du-Boise and others are used during the year.

HARMONY.

Harmony is an essential part of a musical education, and is necessary for the proper understanding of the structure of music. No person aspiring to become an intelligent musician can afford to be without a knowledge of the principles of harmony and the laws of musical form and structure. The full course leads to original work in musical compositions. Elementary Harmony extends through three terms.

First Term.—All keys and scales, intervals, triads, chord connections, simple part writing, seventh chords.

Second Term.—Inversions of seventh chords and progression, modulation.

Third Term.—Altered chords, augmented chords, suspensions, harmonizing given soprano. The text books used for reference are by Chadick, Goetschius, Foote and Spalding.

Advanced Harmony extends likewise through one year, but can only be taken by students who have successfully completed the course in Elementary Harmony. The work consists of a careful review of the seventh chords, altered chords, augmented chords, and suspensions, etc., to

gether with the figured chorale, harmonizing florid melodies, original work and an outline of single counterpoint.

This course is required of all candidates for a diploma in Piano, Voice or Violin.

THEORY OF MUSIC.

Theory treats the numerous subdivisions of musical knowledge not included in Harmony and History. It embraces acoustics, notation, sound perception, the tempered scale, the orchestra and its instruments, musical rhythms, embellishments, musical forms and musical terms. It is a most important branch of study, including as it does, so many points of practical value to the student. The subject is taught by lectures, supplemented by textbooks by Elson, Goetschius and Pauer, twice a week for one year.

HISTORY OF MUSIC.

This course embraces the study of the general development of music from ancient to modern times and extends through one year.

First Term.—Early traces of Music before the Christian era, early Christian music, Polyphonic music and schools, Luther's reformation and the Renaissance.

Second Term.—Development of dramatic music: Italian, German and French Opera; the Oratorio, Classical and romantic periods.

Third Term.—History of piano-forte, organ, violin, Biographies of the great masters; works of the composers and arguments of the great operas. Text books by Mathews, Baltzell and Dickinson used for reference.

Pupils may select any one or more of the above courses; but candidates for Teacher's Certificate must complete the four grade course in Piano, Voice or Violin together with one year of Theory, Harmony and History. Candidates for Diplomas must take in addition one year of Harmony—advanced course.

VOCAL MUSIC.

Singing Classes.—Classes in musical notation and sight singing are organized each term. The instruction, while elementary, is thorough, and aims to furnish opportunities for the cultivation of tone qualities and the development of musical appreciation. The work is of special value to persons who expect to teach in public schools, or who may wish to prepare for conducting choir and chorus singing. Classes meet twice a week.

Public School Music.—Musical instruction has become such an important part of public school instruction courses, and the demand for teachers capable in this line of work so great, that it has been deemed wise to offer courses of study for those desiring to fit themselves for public school positions. The course offered for those expecting to teach music in the grades extends through one year and has for its object the development of artistic singing, fluency in sight-reading, accuracy in ear training, the more practical phases of theory and the rudiments of harmony. The instruction is given in classes meeting three times a week and continuing through the three terms of the year. Classes will not be organized for fewer than six pupils.

First Term.—In order to acquire technical skill without sacrificing the musical spirit, songs are first learned by

note and attention is given to the spirit and movement, enunciation, phrasing and tonal quality. The same songs are then taken up in solfeggio (do, re, mi) thus introducing the study of intervals, pitch and rhythm with sight-reading.

Second Term.—The work in ear training, sight-reading and rhythm is continued and the rudiments of harmony are introduced.

Third Term.—Chord progression continued; practical work in melody writing and harmonization of same. Song analysis and interpretation of school songs, part songs and classical songs.

A second course is planned for such as desire to become Music Supervisors which requires two years additional study. The work includes private lessons in Voice, the study of Harmony and History of Music.

GENERAL INFORMATION.

Students may enter at any time, but are advised to enter at the opening of the term.

The time required for the completion of any one of the regular courses in music will depend upon the student's ability, daily practice and previous work in music. The outlines indicate the time required in most cases.

Students not wishing to complete a regular course may select such branches as meet their requirements, provided they are prepared to pursue them profitably. Such students are however subject to the same regulations as those in the regular courses.

Tuition is payable in advance at the Treasurer's office of the college. No deduction will be made for absence

from lessons, except in cases of protracted sickness, when the loss will be shared equally with the student.

Students are not allowed to teach music while pursuing their studies, without special permission from the Faculty. No student of the college is expected to take lessons in music except under the direction of the teachers of music.

Student musical organizations, such as Glee Clubs, Quartettes, Orchestras and Bands are under the supervision of the college Faculty. No organization shall be formed without the consent of the Faculty; and students deficient in their class work will not be allowed to become members of such organizations. No concerts or public entertainments shall be planned by any regular or voluntary organization without permission of the Faculty.

TUITION.

Piano, Violin or Voice:

Two lessons per week, Fall term, fourteen weeks.....	\$20.00
Winter or Spring term, twelve weeks each	18.00
One half hour lesson per week, Fall term	11.00
One half hour lesson, Winter or Spring term	10.00
Pipe Organ, per lesson	1.00

Harmony:

Two lessons per week, Fall term 14 weeks.....	\$ 9.00
Two lessons per week, Winter and Spring terms, 12 weeks each	8.00

Theory or History:

Two lessons per week, each, per term	\$ 5.00
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Public School Music:

Three lessons per week, Fall term	\$ 9.00
Three lessons per week, Winter or Spring term	8.00

Singing Classes, Elementary or advanced:

Per term	\$ 1.50
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RENT OF INSTRUMENTS.

Piano:

One hour daily, per term, Fall term	\$3.00
Two hours daily, per term, Fall term	4.00
Three hours daily, per term, Fall term	5.00
Four hours daily, per term, Fall term.....	6.00
Five hours daily, per term, Fall term	7.00
One hour daily, per term, Winter or Spring term	2.50
Two hours daily, per term, Winter or Spring term.....	3.50
Three hours daily, per term, Winter or Spring term.....	4.50
Four hours daily, per term, Winter or Spring term.....	5.50
Five hours daily, per term, Winter or Spring term.....	6.50

Pipe Organ:

One hour daily, per week	\$ 1.00
Metronome, per term .....	.25
Diplomas	5.00
Certificates	2.00

SCHOOL OF ART.

LYDIA D. SMITH,

Teacher of Art.

This department offers superior advantages in the various branches of study usually taught in first-class Art schools. It is in charge of one who is an accomplished teacher and an artist of recognized ability. In the preparation for her chosen profession, she studied not only with some of the foremost American teachers, but spent also some time under the instruction of such European masters as Henry Henshall, R. A., of London, and Osip Linde, of Paris. The eminent qualifications of the instructor make the work of the department exceptionally strong.

The object of the department is to give a thorough training in the principles of Art, fitting students for teaching, or the further pursuit of these studies for mental culture or an artistic career. The chief aim is to lay a thorough foundation for seeing and observing nature, and to develop a sufficient dexterity of hand to enable the pupil to apply this useful and beautiful accomplishment in practical life. The courses are arranged for students having other studies in the college as well as for those able to devote all their time to this work.

The connection with the college is an advantage of great value to the student since it enables him to pursue regular college studies in connection with his work in Art. Thorough training in Art work in connection with suitable literary culture lays a broad foundation for teaching Art, and for a professional career.

Students will be advanced as they progress individually, not being confined to any branch for a specified

length of time. The instruction of the department is based upon the methods employed in the best Art Schools.

The work begins with drawing from the flat in charcoal, crayon and pencil, proceeding to drawing from still life, the antique and the living model, and painting in oil and water colors. Students must register and secure term cards from the Treasurer before they can begin their lessons, and lessons must be completed in the term for which the student has registered.

TUITION.

Drawing from the Flat in Pencil, Pen and Ink:

Two lessons per week, Fall term, fourteen weeks.....	\$16.00
Two lessons per week, Winter or Spring term	14.00
One lesson per week, Fall term	9.00
One lesson per week, Winter or Spring term	8.00
One lesson per week, in class	5.00

Drawing from Still Life, the Antique, and Living Model in Charcoal:

Two lessons per week, Fall term	\$18.00
Two lessons per week, Winter or Spring term	16.00
One lesson per week, Fall term	10.00
One lesson per week, Winter or Spring term	9.00

Painting in Water Colors:

Two lessons per week, Fall term	\$20.00
Two lessons per week, Winter or Spring term	18.00
One lesson per week, Fall term	11.00
One lesson per week, Winter or Spring term	10.00

Painting in Oil:

Two lessons per week, Fall term	\$22.00
Two lessons per week, Winter or Spring term	20.00
One lesson per week, Fall term	12.00
One lesson per week, Winter or Spring term	11.00

China Painting:

Two lessons per week, Fall term	\$22.00
Two lessons per week, Winter or Spring	20.00
One lesson per week, Fall term	12.00
One lesson per week, Winter or Spring	11.00

REGISTER OF STUDENTS.

GRADUATE STUDENTS.

RADDATZ, W. G.....Racine, Wis.

SENIORS.

BAUMGARTNER, I. L.....Sumner, Ia.
 BERGER, EFFIE.....Naperville.
 BROADBOOKS, EDITH MAE.....Attica, N. Y.
 DANUSER, MAYBELLE.....Dodge, Wis.
 FAUST, E. S.....Caro, Mich.
 FRANK, HERBERT.....Paynesville, Minn.
 FREEMAN, A. R.....Naperville.
 GACKELER, C. F.....Naperville.
 GAMERTSFELDER, JUDSON.....Naperville.
 HATZ, ESTHER.....Prairie du Sac, Wis.
 HEMMER, A. E.....Somerville, Ind.
 HOLTZMAN, A. M.....Crediton, Ont.
 KOLB, J. HARRY.....Berlin, Wis.
 LANG, C. A.....Marshallville, O.
 LOOSE, RALPH W.....Naperville.
 MATTILL, P. M.....Falls City, Nebr.
 MILLER, NEWTON.....Downer's Grove.
 MUELLER, H. E.....Faribault, Minn.
 PULLMAN, GEO. C.....Urbana, Ind.
 RENDER, F. A.....Naperville.
 SCHALLER, G. L.....Perrysburg, O.
 SCHRAMMEL, H.....Orlando, Okla.
 SCHWARTZ, FRANK.....Sturgis, Mich.
 SCHWEITZER, I. L.....Malta.
 TRAUTMAN, HARRY.....Forrest Junction, Wis.
 TURNER, ELIZABETH.....Naperville.
 VIETH, ARNOLD.....Norwalk, Wis.
 VOEGELEIN, BELLE.....Falls City, Nebr.
 VOIGT, H. W.....Kankakee.

JUNIORS.

BLUMER, W. F.	Lu Verne, Ia.
BRUNNEMEIER, H. C.	Hubbard, Ia.
BRUNNEMEIER, E. H.	Hubbard, Ia.
DRAEGER, ERWIN	Marshfield, Wis.
ELMER, JACOB U.	Monroe, Wis.
FEIK, ROY W.	La Moille.
FEIK, FRANK.	La Moille.
GEISTER, EDWARD.	Elgin.
GEISTER, EDNA	Elgin.
GROTE, WM. E.	Elgin.
HANNEMAN, H. W.	Magnolia, Ia.
HOCH, J. R.	Leonardville, Kans.
HOOPES, FLORENCE	Naperville.
HORN, A. L.	Hazel, S. Dak.
KELLERMAN, G. H.	Elkton, Mich.
KIRSCHNER, O. S.	Seattle, Wash.
KNOCHE, VIOLA	Cedar Falls, Ia.
LANG, ESTHER.	Mendon, Mich.
MILLER, HARRY A.	Oak Harbor, O.
MINCH, CORA A.	Hooppole.
OERTLI, EDNA	Holmes, No. Dak.
PAULI, E. A.	Bern, Kan.
RENNER, LEILA	Racine, Wis.
SCHENDEL, F. W.	Olivia, Minn.
SCHMID, JACOB J.	S. Germantown, Wis.
SCHWAB, RALPH K.	Freeport.
SWANK, O. D.	Butler, O.
WAGNER, G. F.	Culbertson, Nebr.
WILLMING, C. B.	Gillian, Mo.

SOPHOMORES.

ALLEN, C. L.	Butler, O.
BARNHOPE, W. A.	Helena, O.
BERNHARDT, HUGO A.	Two Rivers, Wis.
BIESTER, FRED L.	Belvidere.
BLECK, CLARA	New London, Wis.
BOSSHARDT, E. H.	Faribault, Minn.

BUERGENER, O. L.	Huntington, Ind.
COOK, H. F.	Urbana, Ind.
DAESCHNER, SADIE	Preston, Nebr.
DOESCHER, RALPH F.	Milford, Nebr.
DREISBACH, C. H.	Circleville, O.
EBERHARDT, H. E.	Indianapolis, Ind.
GRIESEMER, B. H.	Marshall.
GROENIG, ERNEST	Paynesville, Minn.
GROENIG, LYDIA	Paynesville, Minn.
GURTNER, G. W.	Wabash, Ind.
HERMAN, MENTOR	Elkhart, Ind.
HIEBENTHAL, W. P.	Scribner, Nebr.
HILL, FRED	Culbertson, Nebr.
HIRSCHMAN, ED.	Indianapolis, Ind.
HOFER, E. F.	Downs, Kans.
HOSBACK, ARTHUR	Erie, Pa.
JAECK, ELSIE	Naperville
KERSTEN, MAUDE	Ashton
KIRN, F. W.	Hersey, Mich.
MEIER, ALICE	Marshall, Minn.
MILLER, MILTON	Naperville.
OERTLI, ENA	Holmes, N. Dak.
PRODOEHL, A. L.	Renville, Minn.
RITZENTHALER, ERMA	Prairie View.
SCHENDEL, A. A.	Renville, Minn.
SCHMIDT, ORIN F.	Menomonee Falls, Wis.
SEDER, R. I.	Kasson, Minn.
SHELLY, FLORENCE	Traverse City, Mich.
STAUFFACHER, HARRY	Monroe, Wis.
TROXEL, OLIVER	La Gro, Ind.
UMBREIT, ALLEN G.	Markesan, Wis.
WIEGAND, MARIE	Sheboygan, Wis.
WINKELMANN, H. A.	Appleton, Minn.
ZIESKE, VICTOR	Sleepy Eye, Minn.

FRESHMEN.

ANDERSON, GILBERT	Arcadia, Wis.
BARTH, VERA	Mendota
BERGER, CARL E.	Elkhart, Ind.

BLEILER, J. G.	Monroe, Wis.
BROWN, FRED	Neenah, Wis.
BUTZER, ALBERT G.	Buffalo, N. Y.
CAUFFMAN, MABEL	New Carlisle, Ind.
COOPER, ANNIE F.	Dodge Center, Minn.
DANUSER, LESTER	Arcadia, Wis.
DUCKETT, CLARA	Batavia.
EILERT, CLARA	Milwaukee, Wis.
FALKENSTEIN, LILLY	Lodi, Wis.
FERNER, HAYES H.	Washington.
FOSS, DELLA	Dakota.
FRANK, FLORENCE	Paynesville, Minn.
FREDERICK, MARVIN	Elkhart, Ind.
GAMERTSFELDER, RUTH	Naperville
GAUERKE, EZRA H.	Athens, Wis.
GEIER, MYRTLE	Ortonville, Minn.
GOETTEL, ESTHER	Blue Earth, Minn.
GONGOLL, ALVIN	Olivia, Minn.
HAUSER, FRED	Sleepy Eye, Minn.
HEMMER, AMANDA	Somerville, Ind.
JOHNS, FRANCES E.	Cleveland, Ohio.
KIETZMANN, FRANKLIN	Sandwich.
KIRN, DELTA	Naperville
KRUG, HARRY E.	Brownsville, Wis.
LOHMAN, EMMA	Geneseo.
LOZIER, ORVILLE	Bremen, Ind.
LUBACH, ED.	Chippawa Falls, Wis.
MAST, WESLEY	Sebewaing, Mich.
MATHYS, CLIFFORD	Arcadia, Wis.
MEYER, HARRY L.	Indianapolis, Ind.
MUENCH, MARIE	Naperville.
NANNINGA, RINICE	Falls City, Nebr.
NICKEL, ALLEN	Milwaukee, Wis.
NINNEMAN, ARTHUR	Prairie du Sac, Wis.
OSMONDSON, EMILY	Aurora.
RILLING, ROLLO	Naperville.
RUST, HAZEL	Elgin.
SCHILLING, SAMUEL	Appleton, Wis.
SCHLOERB, R. W.	Milwaukee, Wis.

SCHLUETER, FRANKLIN	Milwaukee, Wis.
SCHMIDT, ALFRED O.	N. Redwood, Minn.
SCHWARZ, ERNEST	Peotone.
SONDKER, MATTILL	Barnes, Kans.
SPITTLER, GEORGE	Howe, Ind.
STEINER, JOHN	Big Stone, S. Dak.
TOSTLEBE, LENA	Cedar Falls, Ia.
UMBACH, MYRON	Naperville.
UPHOFF, ROBERT	Cottage Grove, Wis.
VIEL, L. CLYDE	Milwaukee, Wis.
WEGNER, E. S.	Fremont, Nebr.
WILHELM, WALDEMAR	New Hamburg, Ont.
WISE, VERL. A.	Ft. Wayne, Ind.
YENRICH, ETTA	Earlville
ZINZOW, WILLIAM	Ripon, Wis.

SPECIAL STUDENTS.

KRAMER, RUTH	Indianapolis, Ind.
NEITZ, JOHN J.	Naperville.
QUILLING, ERWIN	Menomonie, Wis.
SEITZ, GEORGE	Carmi

Academy.

FOURTH YEAR.

ANTON, ED.	Waterloo, Ia.
BROSE, FREDERICA	Chatfield, O.
BRUNNER, A. J.	Bonfield.
ELMER, ALVINA	Monroe, Wis.
HARTER, EDNA	Plainfield.
HEFTY, PAUL L.	New Glarus, Wis.
HENNING, ANDREW	Allison, Ia.
HERMAN, H.	Brooklyn, N. Y.
HINTZMANN, W. F.	Monroe, Wis.
HOFFMAN, B. A.	Walnut.
KASTNER, W. G.	Milwaukee, Wis.
KLIPHARDT, CLARA	Randolph, Kans.

KNAUER, SOPHIA	Brooklyn, N. Y.
MEHN, W. H.	Ripon, Wis.
NEUENSCHWANDER, E. J.	Berne, Ind.
OBERHELMAN, H. A.	Barnes, Kans.
PAGNARD, EMANUEL	Upper Sandusky, O.
PAUTZ, W. C.	Arnprior, Ont.
PERRIN, MILTON	Wauzeka, Wis.
REIDT, C. E.	Clifford, Ont.
SCHILLING, LEONORA	Appleton, Wis.
SCHIRMER, NELLIE	Holton, Kans.
VIETH, LILLIAN	Norwalk, Wis.
WEBERT, LOUIS	Elk Mound, Wis.
WERNER, ED.	Lamberton, Minn.
WINKENWEDER, A. B.	Naperville.
WITTE, W. L.	Cottage Grove, Wis.
WITTE, M. H.	Cottage Grove, Wis.

THIRD YEAR.

ABE, W. J.	Ripon, Wis.
AUSMAN, EDNA E.	Elk Mound, Wis.
BEUSCHER, WM.	Brooklyn, N. Y.
BORSACK, GUS. A.	Westfield, Wis.
COWLES, SPENCER	Naperville.
DAHMES, FLORENCE	Clements, Minn.
DRIESBACH, O. W.	Circleville, O.
FOULKE, L. C.	Andrews, Ind.
GAMERTSFELDER, ELVIN L.	Brink Haven, O.
HEFTY, THOMAS	Valley Falls, Kans.
HOFFMAN, ALVINA	Cleveland, O.
KUHLMAN, AUG.	Hubbard, Ia.
MOONEY, EDITH	Lindsey, O.
OBERHELMAN, ANNA	Green, Kans.
PLETSCH, ANDREW	Alsfeldt, Ont.
PERRIN, GEO.	Wauzeka, Wis.
RITZENTHALER, BEN	Prairie View.
RITZENTHALER, OLIVE	Prairie View
RITZENTHALER, MILDRED	Prairie View
RUBRIGHT, EDITH	Naperville.

SCHUERMAN, E. L.	Clarksdale, Mo.
SHOEMAKER, VERN	N. Redwood, Minn.
STROTHMAN, L.	Kasson, Minn.
THOM, OTTO	Broadhead, Wis.
WACKNITZ, F. C.	Medaryville, Ind.
WEBERT, FLORENCE	Elk Mound, Wis.
WOELFERSHEIM, HENRIETTA	Downer's Grove.
ZOLLER, JOHN	Owendale, Mich.

SECOND YEAR.

ARNDT, J. H.	North Judson, Ind.
BARTEL, W.	Wantoma, Wis.
BLACK, F. E.	Aurora.
BROWN, W. H.	Cottage Grove, Wis.
CAUGHELL, A. S.	Bismark, Ont.
DAHM, E. H.	Waterville, Kans.
DAHMS, W. T.	Clements, Minn.
GOTTSLEBEN, W. E.	Yale, Mich.
JOSIF, GEORGE	Canton, O.
KLUCKHOHN, FRED	Reddick.
KOTESKY, WILLIAM	Boyne City, Mich.
OBERHELMAN, OTTO	Green, Kans.
SCHILLING, BERTHA	Appleton, Wis.
SCHULTZ, HARRY	Hartford, Wis.
SIEWERT, MAX	Wabasso, Minn.
STEIGER, G. C.	Buffalo, N. Y.
STEINER, J. R.	Lomira, Wis.
STELLING, HARRY	Lockport.
TALMAN, ARTHUR	Tonnawanda, N. Y.
ZACHMAN, EDWIN	Marion, O.

FIRST YEAR.

B EGLINGER, J. W.	Westwood, Pa.
B LEAM, WM.	Elkton, Mich.
B OYCE, JOHN A.	Monroe, Mich.
B RANDLE, G. L.	Manilla, Ia.
B ROWN, RAYMOND R.	
F REDERICK, WILLIAM A.	Naperville.

HAGER, ED. E.	Olivet, S. Dak.
HEDINGER, MARY	Nodaway, Ia.
HEDINGER, CHAS.	Nodaway, Ia.
HOLMES, LOUIS	Chicago.
KELLER, HENRY	Toledo, O.
LAW, R. B.	Butler, O.
MINCH, WARREN J.	Hooppole.
MOEHL, LYDIA	Granville.
MOHR, EZRA	Philipsburg, Ont.
MOREL, ROSE	Sheridan.
MYERS, ARCHIE	Plainfield.
PODOLL, ED.	Wantoma, Wis.
REINKING, W. H.	Osseo, Minn.
RIESE, FRED	Broadhead, Wis.
RUPP, ELDON	Flanagan
SCHEER, WILLIAM	Fond du Lac, Wis.
SCHIEB, STEPHAN	Toledo, O.
SOLLENBERGER, ALVIN	Naperville.
SONDKER, WALTER	Winkler, Kans.
STURM, LUCY	Tabor, Alta.
TIMKE, LYDIA	Downer's Grove.
TIMKE, EDWARD	Downer's Grove.
VARNER, ELMER	Chicago.
WAIDELICH, LOUIS	Topeka, Kans.
WENDLAND, FRANK	Winkler, Kans.
WITTNER, LAWRENCE	Jansen, Neb.
ZEHR, PETER	Washington.
ZIEGELE, E. A.	Linton, N. D.

Sub-Academy.

BANKER, JOHN	Council Bluffs, Ia.
BEUERMANN, ADOLPH	Loveland, Colo.
BUSACCA, JOE	Milwaukee, Wis.
BUTTS, EDWARD	Evansville, Wis.
COOK, HARRY A.	Ord, Neb.
CRIPPEN, LEE	Washta, Ia.
DESHOW, GEORGE	Julamark, Turkey
DRENDEL, JULIAN	Naperville.
DRENDEL, LEE	Naperville.

HEIDINGER, JACOB	Medicine Hat, Alberta
HOESCH, CARL HENRY	Huntley, Neb.
KAIN, SAMUEL	North Judson, Ind.
KNOSP, HERMAN R.	Huntley, Neb.
MATZ, ERNEST	Wells, Minn.
MOORE, W. J.	Keithville, Sask.
SCHNEIDER, HARRY	Heidelberg, Ont.
SPOHN, FRANK J.	La Moille.
STEININGER, FRED	Naperville.
WAGNER, W.	Mildmay, Ont.
WALKER, G. A.	Loveland, Colo.
WEGE, ARTHUR	Lomira, Wis.
WERNER, O. F.	Lamberton, Minn.

German Department.

FOURTH YEAR.

GROENIG, LYDIA	Paynesville, Minn.
KNOCHE, VIOLA	Cedar Falls, Ia.
MUELLER, HERMAN	Faribault, Minn.
NEUENSCHWANDER, E. J.	Berne, Ind.
PRODEHL, AUG. L.	Renville, Minn.
SCHMID, J. J.	So. Germantown, Wis.
WERNER, ED.	Lamberton, Minn.

THIRD YEAR.

BLEILER, J. G.	Monroe, Wis.
LUBACH, ED.	Chippawa Falls, Wis.
MEHN, W. H.	Ripon, Wis.
NEUENSCHWANDER, E. J.	Berne, Ind.
PRODEHL, A.	Renville, Minn.
VIEL, LYNDON	Milwaukee, Wis.

SECOND YEAR.

ABE, W.	Ripon, Wis.
BARTEL, W.	Wantoma, Wis.
EILERT, CLARA	Milwaukee, Wis.
ELMER, ALVINA	Monroe, Wis.
GROENIG, ERNEST	Paynesville, Minn.

HERMAN, HER.	Brooklyn, N. Y.
HENNING, ANDREW	Allison, Ia.
HIEBENTHAL, W. P.	Scribner, Nebr.
HINTZMAN, W.	Monroe, Wis.
KASTNER, W. G.	Milwaukee, Wis.
KERSTEN, MAUDE	Ashton.
OBERHELMAN, HARRY	Barnes, Kans.
REIDT, CHAS.	Clifford, Ont.
SCHILLING, LEONORA	Appleton, Wis.
SCHMIDT, A. O.	N. Redwood, Minn.
SEITZ, GEO.	Carmi.
THOM, OTTO	Broadhead, Wis.
WITTE, W. L.	Cottage Grove, Wis.
WITTE, M. H.	Cottage Grove, Wis.
WILHELM, WAL.	New Hamburg, Ont.

FIRST YEAR.

BORSACK, GUS.	Westfield, Wis.
HEMMER, AMANDA	Somerville, Ind.
HILL, MARGUERITE	Culbertson, Nebr.
HOFFMAN, ALVINA	Cleveland, O.
KLIPPHART, CLARA	Randolph, Kans.
MOHR, EZRA	Philipsburg, Ont.
SCHILLING, BERTHA	Appleton, Wis.
SCHLUETER, FRANKLIN	Milwaukee, Wis.
SCHUERMAN, E. L.	Clarksdale, Mo.
SCHULTZ, HARRY	Hartford, Wis.
VIETH, LILLIAN	Norwalk, Wis.

SCHOOL OF COMMERCE.

BAUER, LEROY	Com'l Course	La Moille.
BERGER, EDNA	Shorthand, Typewriting	Naperville.
BERNARD, DAN. E.	Com'l Course	Sheridan.
BOECKER, BERNARD	Com'l Course	Naperville.
CARLSON, ROXANA	Book-keeping	Naperville.
COWLES, WARREN	Com'l Course	Naperville.
DAHMES, O. T.	Com'l Course	Clements, Minn.
DOUGLAS, O.	Com'l Course, Typewriting	Broadhead, Wis.

DOWNES, HARRY	Com'l Course	Richmond, Kans.
ENCK, RUTH	Shorthand, Typewriting	Naperville.
FREEMAN, ALEX	Shorthand	Naperville.
FROEMMING, S.	Com'l Course	Hutchinson, Minn.
GIESLER, MABEL	Shorthand, Typewriting	Lisle.
GOOD, VIDA	Shorthand, Typewriting	Naperville.
GRAHL, ALBERT	Com'l Course	Eden, Wis.
GRAHL, EDWARD	Com'l Course	Eden, Wis.
GRISELL, FRANK	Com'l Course	La Moille.
HAIST, LOUISE,	Book-keeping, Shorthand, Typewriting,	Crediton, Ont.
HARTWIG, LLOYD	Com'l Course	Hutchinson, Minn.
HEIM, FRED	Com'l Course	Baldwin, Kans.
HILTENBRAND, CLARA	Shorthand, Typewriting	Naperville.
JAECK, MINNIE	Shorthand, Typewriting	Naperville.
KEMMERER, EARL	Com'l Course	Plainfield.
KREIMEIER, WERNER	Com'l Course, Typewriting	Manhattan.
KURTZ, G. A.	Com'l Course, Typewriting	Kelley's Island, O.
MARKS, H. H.	Com'l Course	St. Francis, Kans.
NEUROTH, S.	Com'l Course	Blissfield, Mich.
NIENAS, ROBERT	Book-keeping	Ripon, Wis.
PASBRIG, A.	Com'l Course, Typewriting,	Tyler, N. Dak.
PATTERSON, JAMES	Com'l Course	Plainfield.
PFAUHL, PEARL	Shorthand, Typewriting	Naperville.
RANG, CARL	Com'l Course	Naperville.
RENDER, F. A.	Shorthand	Naperville.
RICKSHER, ALEX.	Com'l Course	Naperville.
SCHNABEL, MARGARET	Com'l Course	Naperville.
SCHOENFELD, O.	Com'l Course, Typewriting	Fox Lake, Wis.
SHARROCK, R.	Com'l Course	New Comerstown, O.
SHIMP, B.	Com'l Course, Shorthand, Typewriting	Naperville.
SIEBER, BEATRICE	Shorthand	Naperville.
SORENSEN, MARY	Book-keeping, Shorthand, Typewriting	Wyand.
STECK, LESLIE	Com'l Course	Naperville.
THIERFELDER, L.	Com'l Course, Typewriting	Gilliam, Wis.
TRAUTMAN, H.	Shorthand	Forest Jct., Wis.
UPHOFF, RAY	Com'l Course	Cottage Grove, Wis.
VAN BLARICUM, FERN	Com'l Course, Typewriting	Rochester, Ind.
WAGNER, LILLIAN	Shorthand, Typewriting	Naperville.
WICHSER, JACOB	Com'l Course	Monticello, Wis.

WITTE, JACOBCom'l Course, Typewriting..Cottage Grove, Wis.
 YOUNG, O. C.Com'l Course, Typewriting..Hancock, Ia.

SCHOOL OF MUSIC.

ADAMS, SOPHIEOrgan Naperville.
 BABST, ANNAPiano Naperville.
 BEIDELMAN, CLYDEViolin, HarmonyNaperville.
 BERGER, CARL E.PianoElkhart, Ind.
 BLECK, CLARAVoiceNew London, Wis.
 BLUMER, W. F.Voice LuVerne, Ia.
 BOECKER, GERTOrgan, TheoryNaperville.
 BOMBERGER, PEARLPiano, TheoryNaperville.
 BOMBORGER, EDNAVoice Naperville.
 BROWN, MABEL..Piano, History, Harmony, Theory, Winnipeg, Man.
 BRUNNEMEIER, E. H.VoiceHubbard, Ia.
 BRUNNER, A. J.Voice Bonfield.
 DAESCHNER, SADIEVoice, Harmony Preston, Nebr.
 DAHMES, FLORENCEVoiceClements, Minn.
 DIETER, EDAVoice Naperville.
 DRENDEL, A. J.Voice Naperville.
 EBINGER, FLORENCEVoice, Piano, Theory.....Oswego.
 ENCK, GRACEVoice Naperville.
 FALKENSTEIN, LILLYPiano, TheoryLodi, Wis.
 FASSINGER, TALETHAPiano Naperville.
 FAUST, LILLIANVoice Naperville.
 FEATHER, MAYME...Voice, Piano, Theory, History, Harmony,..
 Scottville, Mich.
 FEHR, J. FREDHarmony Naperville.
 FERNER, HAYESVoiceWashington.
 FISCHER, ETHELOrgan, HarmonyKankakee.
 FRANK, H.Voice Paynesville, Minn.
 FRANK, FLORENCEPianoPaynesville, Minn.
 GAMERTSFELDER, AGNES ...Voice, PianoTiverton, O.
 GEIER, MYRTLEVoiceOrtonville, Minn.
 GRISSELL, FRANKViolinLaMoille.
 GROENIG, ERNESTVoicePaynesville, Minn.
 GROENIG, LYDIAVoicePaynesville, Minn.
 HEIM, FREDPianoBaldwin, Kans.

HERMAN, M.	Voice	Elkhart, Ind.
HILL, MARGUERITE	Piano, Harmony.....	Culbertson, Nebr.
HOWE, MABEL.....	Piano, Theory, Harmony.....	Niles, Mich.
HUKE, ESTHER	Piano, Harmony, Counterpoint.....	Plainfield.
JOHNS, FRANCES	Piano	Cleveland, O.
JONES, EDITH	Piano, Harmony	Elgin, Ill.
KELLER, AGNES	Voice	Naperville.
KENDALL, OLIVE	Piano, Theory, Harmony, Voice...	Naperville.
KNOCHE, VIOLA	Organ	Cedar Falls, Ia.
KNOTT, FLORENCE	Piano, Harmony, Theory, History..	Neola, Ia.
KOLB, J. H.	Voice	Berlin, Wis.
KRAFT, ALICE..	Piano, Voice, History, Organ, Violin, Harmony,	
.....	.....	Menomone, Wis.
LANG, HELEN....	Theory, History, Piano, Voice, Harmony.....	
.....	.....	Appleton, Wis.
LANG, ALICE	Piano, Voice	Appleton, Minn.
LEHMAN, BERNICE.....	Harmony, Piano, Voice.....	Ogden, Ia.
LERCHE, ED.	Piano, Harmony	Hilbert, Wis.
LOHMAN, EMMA	Voice	Geneseo.
LOOSE, R. W.	Voice	Naperville.
LUBACH, ED.	Violin	Chippawa Falls, Wis.
MATTILL, P. M.	Piano	Falls City, Nebr.
MEIER, ALICE	Voice	Marshall, Minn.
MEISINGER, GERTRUDE	Voice, Piano, Theory	Naperville.
MILLER, NEWTON	Violin	Chicago.
MINCH, CORA	Theory	Hoopole.
MOEHL, LYDIA	Piano, Voice	Granville.
MOYER, GERTRUDE ..	Piano, Voice, Harmony...	Benton Harbor, Mich.
NANNINGA, RINICE	Violin, Voice	Falls City, Nebr.
NEUROTH, SILAS	Voice	Blissfield, Mich.
NONNEMAKER, ANNA	Violin	Naperville.
OESTREICHER, MARTHA	Piano, Voice	Dashwood, Ont.
OSTROTH, JANET	Piano, Voice, Theory	Ludington, Mich.
PAULI, MINNIE	Theory, Piano	Bern, Kans.
QUILLING, E.	Piano	Menomonie, Wis.
RICKSHER, A.	Voice	Naperville.
RILLING, ROLLO	Theory, Piano	Naperville.
RITZENTHALER, OLIVE	Organ	Prairie View.
RITZENTHALER, BEN	Violin, Harmony	Prairie View.

SCHALKER, LYDIA	Piano, Voice	Leavenworth, Kans.
SCHILLING, S.	Piano	Appleton, Wis.
SCHMIDT, ROSE	Piano, Harmony, Theory, History....	Naperville.
SIELEER, CLEOPATRA	Piano	Naperville.
SIELEER, PANSY	Piano	Naperville.
SMITH, C. F.	Voice	La Porte City, Ia.
STARK, MAUD	Theory, Piano	Plainfield.
STEHK, MAYTA	Piano, Harmony, Theory, Voice.....	Bonfield.
UMBACH MYRON.....	Piano, Theory, Harmony	Naperville.
VIETH, LILLIAN	Piano	Norwalk, Wis.
VOGEL, LILLIAN..	Piano, Harmony, Voice, Theory, History....	
.....		Owasso, Mich.
WAGNER, G. F.	Voice	Culbertson, Nebr.
WARTMAN, ALICE	Piano, Voice, Theory	Norwalk, Wis.
WEBERT, FLORENCE	Voice	Elk Mound, Wis.
WEGNER, E. S.	Piano	Fremont, Nebr.

ART DEPARTMENT.

ANDRUS, HELENA	Water Color	Naperville.
ARENDS, LILLIAN	Water Color	Naperville.
BOETTGER, ELLA	Water Color, China	Naperville.
BUCKS, MARY	China	Naperville.
HATZ, ESTHER	Water Color	Prairie du Sac, Wis.
HATZ, LENA	Water Color	Prairie du Sac, Wis.
HEMMER, A. E.	Drawing	Somerville, Ind.
HIEBENTHAL, W.	Drawing	Scribner, Nebr.
KIRN, FRED	Drawing	Hersey, Mich.
KOOB, IDA	Water Color	Naperville.
KRAMER, RUTH	Water Color	Indianapolis, Ind.
LANG, ALICE	Water Color	Appleton, Wis.
NONNEMAKER, MRS.	Water Color, China	Naperville.
SCHILLING, BERTHA	Water Color	Appleton, Wis.
SCHIRMER, NELLIE	Water Color, Drawing ...	Holton, Kans.
WALKER, MRS.	Water Color, China	Naperville.
WARTMAN, ALICE	Water Color, Drawing ...	Norwalk, Wis.
WEHRLI, COLLETTA	Water Color, China	Naperville.
WINKELMAN, H.	Drawing	Appleton, Wis.
VIETH, LILLIAN	Drawing	Norwalk, Wis.

SUMMARY.**College of Arts and Sciences.**

Graduate Students, (non-resident)	1
Seniors	29
Juniors	29
Sophomores	40
Freshman	57
Special (College Grade)	4—160

Academy.

Fourth Year	28
Third Year	28
Second Year	20
First Year	34
Sub-Academy	22—132

German Department.

German	42
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School of Commerce.

Commercial Course	33
Book-keeping	4
Shorthand and Typewriting	24
Penmanship	18—
Total Omitting Repetitions	61

School of Music.

Piano	44
Organ	5
Violin	7
Voice	43
History	5
Theory	21
Harmony	22
Counterpoint	1
Singing Classes	12—
Total Omitting Repetitions	56

Art Department.

Painting, Drawing, etc.	20
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Total.

Total	471
Repetitions	79
Total Number of Students	392

Degrees and Diplomas

1910-1911

FORTY-SEVENTH ANNUAL COMMENCEMENT.

Thursday, June 15th, 1911.

Commencement Oration DR. ALBION W. SMALL, of Chicago.

Degrees.**COLLEGE OF ARTS AND SCIENCES.***Master of Arts.*

JOHN M. BECK.

BENJAMIN SCHWAB.

NELLIE FRANK SMITH.

Master of Philosophy.

MARIE GOCKER.

W. H. HALMHUBER.

HERBERT B. SCHAEFFER.

Master of Science.

JOHN C. SCHAEFFER.

Bachelor of Arts.

R. A. BUSHWEILER.

ELSIE GIESE.

ELMER D. GRAPER.

H. A. KELLERMAN.

WALTER E. SCHILLING.

ELMER SCHMALZRIED.

S. E. SCHRADER.

VELMA SEDER.

C. B. WAHL.

W. L. ZABEL.

Bachelor of Philosophy.

JERRY BEHRNS.

EDWARD F. BRAND.

HERMAN FEUCHT.

ADA B. LEFFLER.

NETTA A. SCHUTZ.

ALICE VOEGELEIN.

Bachelor of Science.

MANUEL C. ELMER.

HENRY A. LIPP.

IRA OERTLI.

MARK E. SCHMIDT.

A. E. TEICHMAN.

LULU UMBACH.

Bachelor of Literature.

C. H. KOLANDER.

BENJ. A. PIPER.

ACADEMY.

Graduating Exercises held Tuesday Evening, June 13, 1911.

LAURENT J. ARNOLD	Chicago.
EDWARD W. BIHLER	Chicago.
ARTHUR O. BOETTCHER	Bloomer, Wis.
JOHN G. BLEILER	Monroe, Wis.
DELLA FOSS	Dakota.
ELIZA L. GATTSCHALL	Goodland, Kan.
LEVI A. GOEHRING	Naperville.
L. EMIL JAHN	Summer, Ia.
HARRY E. KRUG	Brownsville, Wis.
FLOYD E. LANG	Parkville, Mich.
EDWARD L. LUBACH	Chippewa Falls, Wis.
CHRISTIAN E. SCHOTTERBECK	Lewisburg, Ohio.
ALFRED O. SCHMIDT	North Redwood, Minn.
ARTHUR A. SIEWERT	Colgate, Wis.
MAGDALENA THIERFELDER	Gilliam, Mo.
WALDEMAR E. WILHELM	New Hamburg, Ont.
ERNEST S. WEGNER	Fremont, Nebr.

School of Music.

Graduating Exercises held Tuesday Afternoon, June 13, 1911.

HAZEL DUEL	Naperville.
ADELA GOETSCH	Mukwanago, Wis.
ESTHER HUKÉ	Plainfield.
KATE SCHWARTZ	Sturgis, Mich.
MARY SCHWARTZ	Sturgis, Mich.
FLORA WILLMAN	Eureka, So. Dak.
BERTHA MAY SCHULTZ	Naperville.

School of Commerce.

Graduating Exercises held Saturday Evening, June 10, 1911.

HOWARD E. AMES	Naperville.
LUELLA GRILL	Owosso, Mich.

ERNEST A. HEIN	Naperville.
ARTHUR F. LUTKE	Norwalk, Wis.
FRANK A. LOVE	Naperville.
NORMAN KELLERMANN	Dashwood, Ont.
JOHN LOITZ	Grant Park.
LEE O. LITTLEFORD	Hinsdale.
HARLAN A. MUSSELMAN	Naperville.
IRVIN C. MEYERS	Aurora.
EDWARD M. OLSON	Detroit, Mich.
EDWARD J. SCHULTZ	Benton Harbor, Mich.
JOHN REUWSAAT	Manilla, Iowa.
GUS J. UNRUH	Marion Junction, So. Dak.

OFFICERS OF ALUMNI ASSOCIATION.

For 1911—1912.

President

H. H. RASSWEILER, '68.

First Vice-President

W. A. SCHUTTE, '91.

Second Vice-President

CARRIE BYERS STROHECKER, '86.

Secretary and Treasurer

LULU UMBACH, '11.

Executive Committee

H. H. RASSWEILER, '68.

W. A. SCHUTTE, '91.

LULU UMBACH, '11.

LIST OF THE ALUMNI.

Class of 1866.

- B. F. Dreisbach, FarmerCircleville, Ohio.
 Laura A. Pratt, (Mrs. A. Corbin)Plainfield.
 Florence Sims, (Mrs. A. Jordan)Ottawa.

Class of 1867.

- Chas. A. Bucks, A. M., B. D., Retired Minister.....Aurora.
 Mellisa Davis, (Deceased)
 Mattie H. Dreisbach, (Mrs. L. M. Ernst)Raeco, Wash.
 E. C. Hager, A. M., LL. B., Banker, (Died February 7, 1902).....
 Mary A. Knobel, (Mrs. Spangler, Died August 29, 1907).....
 Anna M. Rohland, (Mrs. Chas. A. Bucks)Aurora.

Class of 1868.

- Stephen Gascoigne, MinisterNoyakima, Wash.
 H. H. Rassweiler, A. M., State Agent N. A. Insurance Co., Naperville.
 Ella Young, (Mrs. E. W. Hicks, Died February 11, 1902).....

Class of 1869.

- Libbie Chinn, (Mrs. A. W. Sindlinger)Denver, Col.
 Ella E. Hager, (Mrs. Chas. Fraser, Died April 6, 1883)
 Geo. W. Sindlinger, A. M., Prof. of Greek, N. W. College..Naperville.

Class of 1870.

- Maria E. Murray, (Died December 29, 1876)
 G. C. Knobel, A. M., B. D., With Children's Home-Finding..Chicago.
 C. F. Rassweiler, A. M.Naperville.

Class of 1871.

- Amanda J. Dillman, (Died December 1, 1906)
 Mary E. Foran, (Mrs. Dougherty)Chicago.
 L. W. Yaggy, M. S., CapitalistLake Forest.

Class of 1872.

C. C. Beyrer, M. S., Minister	South Bend, Ind.
T. L. Haines, A. M., Central School Supply Co.....	Chicago.
Chas. N. Hazelton, M. S., M. D., Physician	Morrison.
Chas. Nauman, M. S., M. D., Physician	Circleville, Ohio.
Susie Neiswender, (Died October 13, 1877)	

Class of 1873.

J. W. Ferner, M. S., Minister	Beatrice, Neb.
Duncan McGregor, A. B., Minister	Antwerp, N. Y.

Class of 1874.

John C. Augenstein, M. S., M. D., Physician	Batavia.
Dan F. Higgins, M. S., LL. B., Attorney at Law, (died Mar. 25, 1909)	
David Saseen, M. S.	
Peter E. Triem, A. M., M. D., Physician, (Died 1910).....	

Class of 1875.

Rose M. Cody, M. S., at home	Chicago.
Hiram S. Cody, M. S., (Died March 2, 1879)	
Ida T. Goodrich, M. E. L., at home.....	Naperville.
Albert Goldspohn, M. S., M. D., Physician and Lecturer	
Post Graduate Medical College	Chicago.
• Mary L. Hanna, M. S., (Mrs. Beidler)	Hinsdale
Nannie L. Sevier, M. E. L., (Mrs. Guy Sabin) ...	Jonesboro, Tenn.
J. W. Troeger, A. M., Principal Public School	Chicago.

Class of 1876.

Myron J. Ewing, A. M., M. D.....	Findley, Ohio.
H. H. Goodrich, A. M., LL. B., Attorney at Law, (Died Jan. 7, 1906)	
Casper Hatz, M. E. L., Merchant	Aberdeen, S. Dak.
Emma Hannah, M. E. L., at home	Romulus, N. Y.
Chas. H. Hobart, M. E. L., Minister	Oakland, Cal.
W. F. Krah, M. S., Real Estate Agent	Houston, Tex.
Eilzabeth F. Marsh, M. S., (Mrs. B. C. Davies).....	Monrovia, Cal.
J. K. Rassweiler, A. M., (Died September 18, 1897).....	

Class of 1877.

Henry Arlen, A. M., Minister	Winona Lake, Ind.
Augustus Haeefe, A. M., Minister	Ottawa, Ill.
Lizzie Keiper, M. S., (Mrs. F. G. Stauffer)	Chattanooga, Tenn.
Henry Schneider, M. S., Minister	Colorado Springs, Colo.
L. M. Umbach, A. M., Professor of Biology and Geology....	
Northwestern College	Naperville.

Class of 1878.

C. H. Dreisbach, A. M., Minister	Redfields, S. Dak.
S. J. Gamertsfelder, A. M., D. D., Ph. D., Prin. Ev. Theo. Sem.	
.....	Naperville.
Mollie L. Jones, L. E. L., (Mrs. Baker)	Manhattan.
Carrie N. Lewis, L. E. L.	Sanitarium, Cal
Ida V. Manbeck, L. E. C., (Mrs. Augustus Haeefe)...	Ottawa, Ill.
Thomas Murray, A. M., Minister, (Died April 7, 1883)	
Geo. H. Schneider, L. L. E., Real Estate Agent	Chicago.
J. F. Schlosstein, B. S., Editor	Cochrane, Wis.
Jeanette Shaw, L. E. L., Teacher	Chicago.
Clara A. Woods, L. E. L., (Mrs. Gibbs)	
Thomas W. Woodside, M. S., Missionary, Beguella, Angola, Africa.	

Class of 1879.

A. B. Augustine, A. M., Principal Public Schools, Died April 10, 1909.	
Arthur R. Cody, A. M., LL. B., Attorney-at-Law	Chicago.
A. R. Fouser, L. E. L., M. D., Physician	Canton, Ill.
M. Nellie Good, M. S., (Mrs. Geo. H. Schneider)	Chicago.
Cora P. Hide, M. S., (Mrs. C. H. Dreisbach)	Redfield, S. Dak.
H. F. Kletzing, A. M., Publisher, Died August, 1910	
J. F. Kletzing, A. M., Principal Public Schools	Chicago.
Jennie Lundy, L. E. L., (Died January 12, 1883)	
Rose M. Meck, L. E. L., (Mrs. S. L. Umbach, Died Jan. 3, 1897)....	
J. S. Reinhart, M. S., Minister, Died September 9, 1893)	
H. J. Shoemaker, M. S., M. D., Physician	Lock Haven, Pa.
J. G. Ziegler, M. S., Minister	Amherst, O.

Class of 1880.

Ida M. Butts, L. E. L., (Mrs. Beem, Died January 3, 1890)	
May I. Crampton, L. E. L., (Mrs. Andrus)	Naperville.

I. K. Devitt, L. E. L., Minister	Syracuse, N. Y.
Etta Dexter, L. E. L., (Mrs. R. A. Cushman, Died March 14, 1904) ..	
Jennie E. Goodrich, M. S., at home	Naperville.
Bessie A. Hodges, L. E. L., (Mrs. P. H. Pilcher)	Amboy.
A. H. Huelster, A. M., Auditor	Oak Park.
J. L. Nichols, A. M., Publisher, (Died August 18, 1895)	
Sarah S. Story, M. S., (Mrs. Green)	Scranton, Pa.
William Waltz, A. M., Professor Jurisprudence University Law School	Bangor, Mo.
E. C. Wicks, M. S., LL. B., Attorney-at-Law	Mendota.

Class of 1881.

Irving Goodrich, L. E. L., Farmer	Naperville.
D. M. Haines, L. E. L., (Died July 12, 1901)	
R. H. Holcomb, A. M., Real Estate Agent	Aurora.
H. S. Raymer, B. S., M. D., Physician	Cedar Rapids, Iowa.
J. J. Stoll, M. S., M. D., Physician	Chicago.
O. B. Stanard, R. M., M. D., Physician, (Died Aug. 14, 1901)	
J. C. Zinser, M. S., Principal Public Schools	Oregon City, Ore.
F. W. Zollman, B. S., LL. B., Attorney	St. Paul, Minn.

Class of 1882.

Emma G. Dreisbach, M. S., (Mrs. T. W. Woodside)	W. C. Africa.
Moses C. Fry, B. S., Merchant	Kurtzville, Ont.
Kezzie Keiper, L. E. L., (Mrs. S. H. Baumgartner) ..	Indianapolis, Ind.
U. B. Kletzing, A. B., in the employ of E. J. & G. Ry.	Glencoe.
M. Naomi Kletzing, L. E. L., (Mrs. Kaercher) ...	Sebewaing, Mich.
Ira J. Schott, L. E. L., M. D.	Naperville.
Mary Valentine, L. E. L., (Mrs. S. E. Taylor)	Fairfield.
A. Lizzie Wagner, L. E. L., (Mrs. Keck, Died November 29, 1887) ...	

Class of 1883.

W. F. Benkelman, B. S.	Owasso, Mich.
Allie M. Bell, L. E. L., (Mrs. Tyler)	Kansas City, Mo.
Mary S. Bucks, M. L., Preceptress and Professor of English Language, N. W. College	Naperville.
Belle C. Hunter, L. E. L., Teacher in High School	Mt. Carrol.
C. W. A. Lindeman, B. S., Ass't Co. Sup't	Ottawa.

T. Claire Luce, A. M., Minister	Dalton, Mass.
N. Allie Norbury, L. E. L., Teacher, (Died October 27, 1898).....	
Rose K. Pfeiffer, B. S., (Mrs. Luce, Died June 3, 1884).....	
Zizzie B. Schreiner, B. S., (Mrs. G. W. Moyer) Salt Lake City, Utah.	
Mary D. Stanger, B. S., (Mrs. Entorf)	Belgrade, Monta.
E. F. Steffen, B. S., (Died September 9, 1906)	
W. L. Walker, A. B., Real Estate Agent	Chicago.

Class of 1884.

Laura M. Beyers, L. E. L., (Mrs. E. W. Huelster) ...	Homer, N. Y.
William Caton, A. B., Minister, (Died Sept. 28, 1909.).....	
Carrie Dahlem, L. E. L., (Died June 13, 1891)	
Lida A. Griswold, L. E. L., (Mrs. C. E. Bradley)	Plano.
F. A. Larck, A. M., Principal Harriet Beecher Stowe School.	Chicago.
Mary A. Messner, B. S., (Mrs. F. A. Larck, Died July 6, 1898)....	
W. A. Schultz, L. E. L., Minister	Polo.
W. O. Seibert, B. S., Teacher	

Class of 1885.

E. B. Baldwin, A. M., Artic Explorer	New York City.
Elizabeth Barnard, M. S., (Mrs. Wm. Simpson)	Evanston.
S. K. Heebner, B. S., (Died October 16, 1893)	
Ella M. Heidner, M. S., (Mrs. S. W. Goss)	Evanston.
Naomi Knight, A. M., (Mrs. O. M. Easterday)	Palo Alto, Cal.
Emma L. Muerner, L. E. L.....	Naperville.
S. T. Schneider, L. E. L., Teacher, (Died August 18, 1893).....	
S. C. Schneider, B. S. Merchant	Chicago.
H. C. Schultz, L. E. L., Cashier of Bank	Waterloo, Ia.
Anna E. Shortess, A. B., (Mrs. I. C. Yeakel)	Baltimore, Md.
Enos M. Spreng, A. M., Ass't Editor "Ev. Messenger,"	Cleveland, O.
J. H. Stube, B. S., Principal Jonathan Burr School.....	Chicago.

Class of 1886.

Carrie J. Beyers, L. E. L., (Mrs. W. Strohecker)	Chicago.
Mattie Beckman, L. E. L., (Mrs. C. Strubler)	Naperville.
R. B. Ballou, L. E. L., (Died July 5, 1886)	

L. E. Dickenson, L. E. L., LL. B., Attorney-at-Law	Chicago.
G. J. Kirn, A. M., Ph. D., Professor of Intellectual and Moral Philosophy, Northwestern College	Naperville.
L. E. Knecht, B. S., LL. B., Attorney-at-Law	Chicago.
J. G. Litt, A. M., Minister	Berlin, Ont.
Maggie J. Paterson, L. E. L., (Mrs. Geo. Schmidt) ...	Lake Forest.
E. C. Rickenbrode, A. M., Minister	Coopertown, Pa.
Sophia Schultz, B. S., at home	Stockton.
S. S. Stanger, M. S., Publisher	Chicago.

Class of 1887.

S. H. Baumgartner, L. E. L., Minister	Indianapolis, Ind.
H. C. Bechtel, L. E. L., Minister	Sprague, Wash.
E. C. Breithaupt, L. E. L., (Died January 27, 1897)	
W. E. Clymer, L. E. L., M. D., Physician	Mt. Corey, Ohio.
D. F. Fox, L. E. L., D. D., Minister and Lecturer..	Pasadena, Cal.
W. D. Huddle, B. S., Minister	Mt. Corey, O.
A. Y. Haist, B. S., Minister	Berlin, Ont.
Louis Heininger, B. S., LL. B., Attorney-at-Law, Washington, D. C.	
W. L. Lerch, A. M., Ass't Manager German Insurance Co., Chicago.	
Hattie C. Miller, B. S., (Mrs. S. Stevens)	Naperville.
J. W. Michael, L. E. L., Minister	Smyerton.
Ida M. Pahlman, L. E. L., Principal Public Schools.....	Chicago.
James I. Seder, A. M., Sup't Anti-Saloon League.....	
.....	Albuquerque, N. Mex.
F. E. Seager, B. S., LL. B., Attorney-at-Law.....	Fremont, Ohio.
L. H. Seager, L. E. L., D. D., Pres. N. W. College...	Naperville, Ill.
A. H. Utzinger, M. S., Minister	Minneapolis, Minn.
Ira J. Schmucker, L. E. L., Traveling Salesman..	Gibsonburg, Ohio.

Class of 1888.

E. W. Averill, A. B., Minister	Ft. Wayne, Ind.
Hope R. Cody, B. S., LL. B., (Died November 7, 1899).....	
J. G. Fidler, A. B., Minister	Chicago.
J. A. Hielscher, L. E. L., M. D., Student University of....	
Missouri	Rollo, Mo.
Cora L. Haines, L. E. L., (Mrs. Jas. Boyer)	Adamsville, Mich.
Ellen S. Haines, L. E. L., Teacher	South Bend, Ind.
Peter C. Koch, A. B., Minister	Macquoketa, Iowa.

H. A. Kramer, A. M., Editor S. S. Literature	Cleveland, O.
E. L. Kletzing, A. M., Principal Rose Hill Schools	Chicago.
J. J. Klopp, L. E. L., Minister	Stanton, Neb.
S. R. Meek, L. E. L., Principal George Washington School, Chicago.	
Laura E. Muerner, L. E. L., At Home	Naperville.
Zilia Mather, L. E. L., (Died September 28, 1890)	
Frank C. Neitz, A. M., Sec'y Mutual Aid Society	Cleveland, O.
H. Plantikow, L. E. L., Minister	St. Paul, Minn.
W. F. Ross, A. B., Farmer	Havelock, Iowa
Fannie E. Smith, M. S., (Mrs. F. Hildreth)	Terre Haute, Ind.
J. A. Snyder, A. B., Fruit Business	New Orleans, La.
Jennie M. Thompson, L. E. L., (Mrs. G. Losey)	Lincoln, Neb.

Class of 1890.

Blanche H. Belmont, B. S., (Mrs. W. L. Lerch)	Chicago.
J. H. Breasted, A. M., Ph. D., Professor of Egyptology, University of Chicago	Chicago.
Emma L. Lerch, B. S., Matron Sanitarium	Pasadena, Cal.
W. B. Rilling, L. E. L., Minister	Naperville.
Mattie E. Smith, A. B., (Mrs. R. E. Travis)	Belleville, N. J.
C. W. Wagner, L. E. L.	Zion City.

Class of 1891.

G. C. Gasser, M. S., B. D., Minister	Oswego.
W. A. Schutte, A. M., Minister	Naperville.
H. C. Schluter, M. S., Minister	Radcliffe, Iowa.

Class of 1892.

J. A. Hertel, B. S., Hertel & Jenkins Company	Naperville.
J. L. Strohm, B. S., LL. B., Attorney-at-Law	San Antonio, Tex.

Class of 1893.

Anna D. Elfrink, B. L., (Mrs. Brough)	Hebron, Ind.
Carrie Gamertsfelder, B. S., Teacher Orphan Home, Flat Rock, Ohio.	
Mary Gamertsfelder, B. S., Missionary	East Africa.
W. H. Gamertsfelder, B. S., Minister, (Died May 9, 1909)	
C. F. Hillman, M. S., Minister	Cedar Rapids, Iowa.

G. W. Miller, B. S., Minister	Lorain, Ohio.
Eldon Rannie, B. S., Farmer	Argos, Ind.
M. Schoenleben, B. S., B. D., Minister	Mankato, Minn.
H. M. Tayama, A. M., B. D., Teacher Seminary	Tokio, Japan.

Class of 1894.

J. H. Breish, M. S., Minister	Dayton, Ohio.
Thos. Finkbeiner, Ph. M., B. D., Professor of German, and Principal of Academy N.-W. College.....	Naperville.
J. A. Giese, B. S., Minister	Geneseo.
A. B. Haist, B. S., Minister	Olney.
G. C. Meyer, A. M., Minister	Binghampton, N. Y.
G. P. Nauman, M. S.,	Mendota, Ill.
H. C. Nauman, B. S.	Alexandria, Ind.
E. E. Rife, M. S., Minister	Buffalo, N. Y.

Class of 1895.

J. H. Brand, Ph. B., Minister	Louisville, Col.
H. A. Britzius, M. S., Principal Public Schools....	Minneapolis, Minn.
August Daeschner, Ph. M., Principal Public Schools....	Brighton, Col.
O. E. Ferner, B. S., Principal Public Schools	Radcliffe, Iowa.
Mamie E. Heidner, Ph. M., (Mrs. H. D. Guelich)....	Emporia, Kan.
Clara M. Iwan, Ph. M., Teacher	Streator.
J. F. Oyer, B. S., Merchant	Hennesey, Okla.
L. J. Stark, B. S., LL. B., Attorney-at-Law	Denver, Col.
F. P. Schumacher, B. S., Professor Arkansas Conference College	Siloam Springs, Ark.

Class of 1896.

C. B. Bowman, A. M., B. D., Professor of Social and Political Science, Northwestern College	Naperville.
C. P. Cawelti, B. S., Minister	Des Moines, Ia.
Ezra E. Miller, Ph. B., Manager Nichols Publishing Co....	Naperville.
M. E. Nonnamaker, A. M., B. D., Professor of Physics and Chemistry, N. W. College	Naperville.
J. H. Rilling, B. S., Minister	Rochester, Ind.

J. C. Schaefer, B. S., Minister	Freeport.
Clara Smith, B. S., (Mrs. J. C. Zehnder)	St. Paul, Minn.
H. A. Smith, A. B., Prof. of Music, Theological Seminary, Chicago.	
W. H. Umbach, B. S.	New Hamburg, Ont.
Susie R. Wickel, B. S., (Mrs. L. Oswald)	Naperville.
J. C. Zehnder, B. S., LL. B., Attorney-at-Law	St. Paul, Minn.

Class of 1897.

H. D. Guelich, A. M., Director Conservatory of Music. .	Emporia, Kan.
S. M. Hauch, Ph. B., Minister	Berlin, Ont.
G. B. Kimmel, A. B., Minister	Indianapolis, Ind.
Alden Knickerbocker, B. S.	Chicago.
E. J. Oliver, A. B., Minister, (Died April 15, 1901)	
G. F. Rassweiler, Ph. B., Minister	
Lucy J. Smith, B. S., (Mrs. W. L. Naumann).....	Cleveland, O.
C. H. Vandersall, B. S., Minister	Lindsey, O.

Class of 1898.

B. F. Elfrink, B. S., M. D., Physician	Chenoa.
Felix M. Gingerich, A. B., Minister	So. Bethlehem, Pa.
John J. Heilman, B. S., Y. M. C. A. Secretary.....	California.
Walter J. Miller, B. S., LL. B., Attorney-at-Law.....	Chicago.
Edna G. Sindlinger, A. M., R. N., Nurse	Chicago.
S. J. Umbreit, Ph. M., Missionary	Tokio, Japan.
W. A. Vandersall, A. B., Minister	Findlay, O.

Class of 1899.

Susan M. Bauernfeind, Ph. M., Missionary	Tokio, Japan.
Adelaide B. Elfrink, B. L., (Mrs. H. Langhorst).....	Elmhurst.
Herman A. Franzke, Ph. B., Minister	Whitewater, Wis.
Anna Kammerer, Ph. M., (Mrs. C. E. Ranck).	Chen Chow Fu, China.
Christina Koch, Ph. B., Teacher	Humboldt, Minn.
Gustavus Krinke, Ph. B., Minister	North Redwood, Minn.
Henry L. Muerner, Ph. B., Minister.....	Toronto, Ont.
W. L. Naumann, Ph. B., Minister	Cleveland, O.
Clarence E. Ranck, Ph. M., Missionary	Chen Chow Fu, China.
Elmina E. Ranck, Ph. M., Missionary	Tokio, Japan.

Frederick H. Shoedinger, Ph. B., LL. B., (Died 1911).....
 Frederick H. Schuermeier, M. S., M. D., Physician.....Elgin, Ill.
 Benjamin B. Van Kannel, Ph. B., Salesman.....New York City.
 Florence S. Yaggy, A. B., (Mrs. C. H. Vandersall)....Lindsey, O.

Class of 1900.

Mae E. Ballou, B. L., (Mrs. B. Beckman)Naperville.
 Frederick G. Behner, A. M., MinisterFargo, N. Dak.
 Lafayette L. Orth, Ph. B.Evanston.
 S. A. Reik, B. S., MerchantDanville.
 S. J. Stauffacher, Ph. B.Monroe, Wis.
 Warren F. Teel, Ph. M., Principal Schuylkill Seminary, Reading, Pa.
 Christian J. Wuertz, Ph. B.....Wenatchee, Wash.
 Elizabeth M. Yost, B. S., (Mrs. R. N. Ballou).....Naperville.

Class of 1901.

Wm. E. Birr, Ph. M., Teacher High SchoolSt. Louis, Mo.
 John W. Haman, Ph. M., MinisterChippawa Falls, Wis.
 W. C. Hallwachs, Ph. B., Ass't Editor S. S. Literature, Cleveland, O.
 Elva M. Harter, M. S., (Mrs. H. H. Hendricks)Everett, Wash.
 Herman H. Hendricks, A. M., LL. B., Attorney-at-Law, Everett, Wash.
 Luella E. Kiekhoefer, Ph. M., Instructor Modern Languages..
Mexico, Mo.
 Mayme E. Kiekhoefer, Ph. M., (Mrs. J. J. Bohlander)....
Montevideo, Minn.
 Edwin D. McHose, Ph. M., Professor of Science, Schuylkill
 SeminaryReading, Pa.
 Edward W. Niederhauser, Ph. B., (Died August 29, 1905)
 Bert Slick, B. S., D. D. S., DentistNaperville.
 Chas. A. Smith, A. B., (Died October 20, 1908).....

Class of 1902.

Warren A. Baker, Ph. B., EditorNew York City.
 August Bast, B. S., TeacherElmwood, Neb.
 John J. Bohlander, Ph. M., Supt. of Schools.....Montevideo, Minn.
 Edith L. Fox, Ph. B., (Mrs. Brandenburg)Sturgis, Mich.
 John J. Franzkie, Ph. M., Attorney-at-Law.....Marinette, Wis.
 Luella V. Granger, M. S., (Mrs. A. C. Unger)Philadelphia.

Ida L. Hatz, Ph. B., (Mrs. J. F. Bohler)	Pullman, Wash.
Frank W. Heilman, Ph. B.	Portland, Ore.
Chas. Hetcher, A. B.	Naperville.
Winifred D. Keller, A. B., (Mrs. W. C. Hallwachs)	Cleveland, O.
Frank Naegli, A. B., Medical Student	Chicago.
H. C. Powell, A. B., Minister	Pierson, Ia.
Laura Rich, B. S., (Mrs. M. Garman)	Naperville.
Bertha E. Simpson, Ph. M., Missionary	East Africa.
Chas. C. Stettbacher, Ph. B., Minister	Sherburne, Minn.
W. C. Uebele, Ph. B., Minister	Baraboo, Wis.
Esmeralda Umbach, B. S., (Mrs. W. J. Miller)	Chicago.
Lulu Wagner, Ph. B., (Mrs. S. A. Reik)	Danville.
Daniel H. Wing, Ph. B., S. S. Sec'y.	Regina, Sask. Can.
Richard H. Zachman, Ph. B., Minister	Oglesby.

Class of 1903.

Adam E. Diller, B. S., M. D., Physician	Aurora.
Jacob H. Ehlers, B. L., Minister	Memphis, Tenn.
Etta L. Ernst, B. L., (Mrs. E. Olp)	Evanston.
Nellie Frank, A. B., (Mrs. Chas. A. Smith)	Elkhart, Ind.
Ethel Gibson, Ph. B., Librarian N. W. College	Naperville.
R. L. Gress, Ph. B., Minister	W. Geneva, N. Y.
Ernest Kelhofer, A. B., Missionary	China.
Lora C. Minch, Ph. B., (Mrs. A. Butzbach)	Chen Chow Fu, China.
O. C. Penticoff, Ph. M., Minister	Caro, Mich.
Clifford D. Rarey, B. S., Minister	Ft. Wayne, Ind.
A. R. Rickli, M. S., M. D., Physician	Naperville.
F. Schumacher, Ph. M., Teacher, High School	Sioux Falls, S. Dak.
C. J. Stauffacher, B. S., Medical Student	Chicago, Ill.
R. C. Stoll, Ph. M., Minister	Lewiston, N. Y.
Walter L. Wenger, Ph. M., LL. B., Attorney-at-Law	Aurora.

Class of 1904.

Albert Butzbach, Ph. B., Missionary	Chen Chow Fu, China.
Gustav J. Degenkolb, Ph. M., Minister	Peoria.
W. C. Gunther, Minister	Chicago.

Milton G. Husser, Ph. M., Y. M. C. A. Secretary....	Spokane, Wash.
Lillian F. Kiekhoefer, Ph. M., (Mrs. H. E. Griebenow)....	.....Mountain Lake, Minn.
Wm. H. Kiekhoefer, Ph. B., Fellowship University of Wisconsin	Madison, Wis.
Chas. F. Kliphardt, Ph. B., Minister	Junction City, Kan.
Delbert C. Ostroth, Ph. M., Minister	Ionia, Mich.
Wm. W. Peter, Ph. M., Medical Missionary..	Shen Chow Fu, China.
John F. D. Schneider, Ph. M., Salesman.....	Salt Lake City, Utah.
Lawrence Sohl, Ph. M., Minister	South Ridge, Ohio.
Daniel W. Staffeld, Ph. B., Minister	Pawtucket, R. I.
Edward M. Umbach, A. M., Minister	Prairie View.

Class of 1905.

Charles F. Boller, A. M., Editor	Port Allegheny, Pa.
Lester L. Bower, Ph. B., Teacher in High School.....	Cleveland, O.
Geo. F. Currier, Ph. M., Minister	Lockport.
H. E. Griebenow, Ph. B., Teacher in High School .....	.....Mountain Lake, Minn.
G. R. Ingalls, Ph. B., Teacher Agricultural School..	Marshall, Minn.
Lena M. Lenhardt, B. L., Teacher	Cincinnati, O.
F. W. Luehring, Ph. M., Ass't Physical Director...	Princeton, N. J.
C. E. Maves, Ph. M., Minister	Norwalk, Wis.
W. A. Nonnamaker, M. S., Teacher	Duluth, Minn.
F. K. Rich, Ph. M., Minister	Sheridan.
J. W. Schafer, Ph. B., Teacher	Jewell City, Kan.
Ella M. Schneller, Ph. M., (Mrs. D. H. Wing).....	Regina, Sask.
W. H. Schuster, Ph. M., Minister	Allegheny, Pa.
Edwin L. Theiss, A. M., Prof. of Latin, Carrol College....	.....Waukesha, Wis.
Edward G. Vaubel, Ph. M., Minister	Pearl City.
A. H. Voegelien, Ph. M., Principal High School..	Rapid City, S. Dak.

Class of 1906.

O. M. Albig, A. M., Associate Prof. of Latin, Northwestern College	Naperville.
Rose Barnard, B. S., at Home	Naperville.

Leila N. Danuser, Ph. B., (Mrs. E. L. Buehler)	Crown Point, Ind.
J. G. Feucht, Ph. M., Minister	Walnut.
Felix F. Herzog, Ph. B., Teacher, (Died Dec. 15, 1907)	
E. E. Keiser, Ph. B., Minister	So. Chicago.
Agnes Peebles, Ph. B., (Mrs. C. Hirschman)	Ft. Wayne, Ind.
Geo Schlafer, Ph. B., Supt. of Schools	Ida Grove, Iowa.
Frederich S. Seegmiller, Ph. B., Teacher	Elberon, Ia.
G. A. Stierle, Ph. B., Minister	West Salem, Ill.
H. H. Strubler, B. S., With Hertel & Jenkins Co.	Chicago.
D. W. Wise, Ph. M., Minister	Decatur, Ind.
F. A. Zeller, Ph. B., Minister	Swift Current, Sask.

Class of 1907.

Clyde E. Boyer, A. B., Minister	Ft. Wayne, Ind.
Robert W. Duel, Ph. B., Minister	Osakis, Minn.
Edwin E. Erffmeyer, Ph. B., Minister	Marion, Kan.
Arthur A. Franzke, Ph. B., Supt. of Schools	Paw Paw
Mabel E. Gamertsfelder, A. B., (Mrs. F. C. Armstrong)	Detroit, Mich.
Theodore L. Harder, Ph. B., Salesman	Sacramento, Cal.
Carl A. Hirschman, Ph. B., Minister	Ft. Wayne, Ind.
Charles E. Lamale, A. B., Minister	Napoleon, O.
Albert W. Marker, A. B., Teacher	Logansport, Ind.
Paul S. Mayer, Ph. B., Missionary	Tokio, Japan.
William W. Nash, Ph. B., Minister	Cowiche, Wash.
Edwin J. Nickell, Ph. B., Minister	Neenah, Wis.
Elmer R. Schutz, B. S., Teacher in High School	North Platte, Neb.
Paul J. Speicher, B. S., Pres. Independent Telephone Co.	
	Urbana, Ind.
Harry E. Straub, Ph. B., Minister	Karlsburg, Wis.
William M. Vogel, B. S., Principal High School	Miles City Mont.

Class of 1908.

Chester J. Attig, Ph. B., Instructor in History and Mathematics, Northwestern College	Naperville.
R. M. Broadbooks, Ph. B., Minister	Grafton, N. Dak.
Augusta B. Buscho, Ph. B., Teacher in High School	Montevideo, Minn.
Edwin F. George, Ph. B., Minister	Columbus, O.

E. E. Gloege, Ph. B., Principal High School	Madison, Minn.
Harry W. Graunke, Ph. B., Minister	Bucyrus, O.
S. F. Hilgenfeld, Ph. B., Minister	Napa, Cal.
Albert A. Krug, Ph. B., Minister	Iron River, Wis.
Fannie Lauver, Ph. B., Instructor in English, N.-W. C....	Naperville.
Alice Niederhauser, Ph. B., Missionary	China.
Milton W. Strahler, B. S., Theological Student	Chicago.
Sara Wellner, Ph. B., (Mrs. L. Schneller)	Wausau, Wis

Class of 1909.

G. E. Alstadt, Ph. B., Theological Student, Boston University	Boston, Mass.
John M. Beck, Ph. B., Minister	Grand Island, N. Y.
R. T. Daeschner, Ph. B.	Preston, Neb.
C. E. Deetz, B. S., Teacher of Science High School.	So. Wayne, Wis.
Lucinda Dennstedt, Ph. B., Teacher in High School.	Bloomfield, Neb.
Alda L. Devitt, Ph. B., Teacher in High School.....	Harvard.
Carl C. Gamertsfelder, A. B., Teacher in High School..	Decorah, Ia.
Marie Gocker, Ph. B.	Naperville.
A. W. Gross, Ph. B., Teacher	Winslow.
Wm. H. Halmhuber, Ph. B., Minister	Highland Park.
Edward Himmel, B. S., Instructor in Science, Northwestern College	Naperville.
Gerald Kirn, Ph. B., Teacher of Science, High School.	Faribault, Minn.
W. W. Jrueger, Ph. B., Minister	Dorchester, Wis.
Lucas Nanninga, Ph. B., Minister	Cummings, Kans.
W. B. Oldt, Ph. B., Minister	So. Chicago.
H. B. Schaeffer, Ph. B., Minister	Chicago.
Benj. J. Schirer, A. B., Teacher, High School	Peoria.
Benj. T. Schwab, Ph. B., Minister	Crofton, Neb.
John S. Stamm, Ph. B., Minister	Downer's Grove.
Mabel L. Tillson, Ph. B., Teacher	Des Plaines.

Class of 1910.

Lillian Arends, B. S., (Mrs. Priem)	Chicago.
Florence Erffmeyer, Ph. B., Missionary	Japan.
Lewis Feik, B. A., Teacher in High School	Washington.

W. S. Gamertsfelder, B. A., Student in E. T. S.....	Naperville.
Emil Grutzmacher, Ph. B.	Rogers Park.
Colin Higgins, B. S., Teacher High School	Savannah.
John P. Himmel, B. S., Teacher	Radcliffe, Ia.
R. B. Leedy, B. A., Student in E. T. S.	Naperville.
C. D. Loose, B. A., Teacher	Ida Grove, Ia.
Andrew J. Mattill, B. S., Teacher High School.....	Seward, Neb.
E. J. Miller, Ph. B., Teacher High School	Savannah.
H. W. Prehm, B. S., Student in N. W. Medical School....	Chicago.
C. I. Roller, B. A., Ph. B., Teacher	Monmouth.
G. H. Roller, B. A., Ph. B., Teacher	Marquette, Mich.
W. W. Schirmer, Ph. B., Teacher	Holton, Kan.
Lena M. Schroeder, Ph. B., Teacher	Flat Rock, O.
Clinton F. Smith, Ph. B., Student E. T. S.	Naperville.
A. D. Stauffacher, B. A., Student in E. T. S.....	Naperville
D. Vaubel, Ph. B., Graduate Student University of Illinois.	Champaign.
Lewis Weide, Ph. B., Minister	Green, Kan.

Class of 1911.

Jerry Behrns, Ph. B., Minister	Cullom.
Edward F. Brand, Ph. B., Minister	Morristown, Minn.
Rennie Bushweiler, A. B., Teacher	Neshkoro, Wis.
M. C. Elmer, B. S., Graduate Student Univ. of Illinois..	Champaign.
H. Feucht, Ph. B., Teacher	La Grange, Mo.
Elsie H. Giese, A. B., Teacher High School	Dallas City.
Elmer D. Graper, A. B., Teacher, Bradley Polytechnic School.	Peoria.
H. A. Kellerman, A. B., Minister	Berlin, Ont.
C. H. Kolander, B. L., Minister	Arcadia, Wis.
Ada B. Leffler, Ph. B., at home	Naperville.
Henry A. Lipp, B. S., Teacher High School	Fond du Lac, Wis.
Ira Oertli, B. S., Teacher High School	Camby, Minn.
Benj. A. Piper, B. L., Student Law School	Chicago.
W. E. Schilling, A. B., Student E. T. S.	Naperville.
Elmer Schmalzried, A. B., Teacher High School	Massillon, O.
Mark Schmidt, B. S., Teacher	Holly Springs, Miss.
S. E. Schrader, A. B., Minister	Hammond, Ind.
Netta A. Schutz, Ph. B., Teacher	Decatur.
Velma Seeder, B. A., Teacher High School	Kasson, Minn.

A. E. Teichman, B. S., Graduate Student University of Illinois	Champaign.
Lulu Umbach, B. S., Teacher High School	Belvidere.
Alice Voegelien, Ph. B., Teacher High School	Lewiston.
C. B. Wahl, A. B., Teacher	Sheffield, Ia.
W. L. Zabel, A. B., Minister	Washington, Kan.

Whole Number of Alumni.

Ladies	125
Gentlemen	322
	<hr/>
Total	447

Number of Alumni Living.

Ladies	109
Gentlemen	300
	<hr/>
Total	409

ALPHABETICAL REGISTER OF THE ALUMNI.

Albig, Orville M.	'06	Breish, J. H.	'94
Alstadt, G. E.	'09	Breithaupt, E. C.	'87
Arends, Lillian M.	'10	Britzius, H. A.	'95
Arlen, Henry	'77	Broadbooks, R. M.	'08
Attig, Chester	'08	Bucks, Chas. A.	'67
Augenstein, J. C.	'74	Bucks, Mary S.	'83
Augustine, A. B.	'79	Buscho, Augusta	'08
Averill, E. W.	'88	Bushweiler, R.	'11
Baker, Warren A.	'02	Butts, Ida M.	'80
Baldwin, E. B.	'85	Butzbach, Albert	'04
Ballou, Mae E.	'00	Caton, William	'84
Ballou, R. B.	'86	Cawelti, G. P.	'96
Barnard, Elizabeth	'85	Chinn, Libbie	'69
Barnard, Rose A.	'06	Clymer, W. E.	'87
Bast, August	'02	Cody, Hiram S.	'75
Bauernfeind, Susan M.	'99	Cody, Hope R.	'88
Baumgartner, S. H.	'87	Cody, Rose	'75
Beck, John M.	'09	Cody, Arthur B.	'79
Beckman, Mattie	'86	Crampton, Mae I.	'80
Behner, F. G.	'00	Courier, G. F.	'05
Behrns, Jerry	'11	Daeschner, August	'95
Bechtel, H. C.	'87	Daeschner, R. T.	'09
Bell, Allie M.	'83	Dahlem, Carrie	'84
Belmont, Blanche	'90	Da Nuser, Leila	'06
Benkleman, W. F.	'83	Davis, Melissa	'67
Beyers, Laura M.	'84	Deetz, C. E.	'09
Beyrer, C. C.	'72	Degenkolb, G. J.	'04
Birr, W. E.	'01	Dennstedt, Lucinda	'09
Bohlander, J. J.	'02	Devitt, Alda	'09
Boller, Chas. F.	'05	Devitt, I. K.	'80
Bower, Lester L.	'05	Dexter, Etta	'80
Bowman, C. B.	'96	Dickinson, L. E.	'86
Boyer, C.	'07	Diller, Adam E.	'03
Brand, J. H.	'90	Dillman, Amanda J.	'71
Brand, Ed. F.	'11	Dreisbach, Emma G.	'82
Breasted, J. H.	'90	Dreisbach, B. F.	'66

Dreisbach, C. H.	'78	Giese, J. A.	'94
Dreisbach, Mattie H.	'67	Giese, Elsie H.	'11
Duel, R.	'07	Gingrich, Felix M.	'98
Ehlers, Jacob H.	'03	Gloge, E. E.	'08
Elfrink, Adelaide B.	'99	Gocker, Marie	'09
Elfrink, Anna D.	'93	Goldspohn, Albert	'75
Elfrink, B. F.	'98	Good, Nellie	'79
Elmer, M. C.	'11	Goodrich, H. H.	'76
Ernst, Etta L.	'03	Goodrich, Ida T.	'75
Erffmeyer, Florence	'10	Goodrich, Irving	'81
Erffmeyer, E. E.	'07	Goodrich, Jennie	'80
Ewing, Myron J.	'76	Granger, Luella V.	'02
Feik, Lewis W.	'10	Graper, E. D.	'11
Ferner, J. W.	'73	Graunke, Harry	'08
Ferner, O. A.	'95	Gress, R. L.	'03
Feucht, Jacob G.	'06	Griebenow, H. E.	'05
Feucht, Herman.	'11	Griswold, Lida A.	'84
Fidder, J. G.	'88	Gross, A. W.	'09
Finkbeiner, Thos.	'94	Gruetzmacher, Emil A.	'10
Foran, Mary E.	'71	Guelich, H. D.	'97
Fouser, A. R.	'79	Gunther, W. C.	'04
Fox, D. F.	'87	Haefele, Augustus	'77
Fox, Editb L.	'02	Hager, E. C.	'67
Frank, Nellie E.	'03	Hager, Ella E.	'69
Franzke, A. A.	'07	Haines, Cora L.	'88
Franzke, John J.	'02	Haines, D. M.	'81
Franzke, H. A.	'99	Haines, Ellen S.	'88
Fry, Moses C.	'82	Haines, T. L.	'72
Gamertsfelder, S. J.	'78	Haist, A. B.	'94
Gamertsfelder, Carrie	'93	Haist, A. Y.	'87
Gamertsfelder, Mary.	'93	Hallwachs, W. C.	'01
Gamertsfelder, W. H.	'93	Halmhuber, W. H.	'09
Gamertsfelder, W. S.	'10	Haman, J. W.	'01
Gamertsfelder, Mabel	'07	Hanna, Mary L.	'75
Gamertsfelder, Carl	'09	Hannah, Emma	'76
Gascoigne, Stephen	'68	Harter, T. L.	'07
Gasser, Geo. C.	'91	Harter, Elva M.	'01
George, Edwin	'08	Hatz, C.	'76
Gibson, Ethel	'03	Hatz, Ida	'02

Hauch, S. M.	'97	Kiekhoefer, Luella E.	'01
Hazelton, C. N.	'72	Kiekhoefer, Mayme	'01
Heebner, S. K.	'85	Kiekhoefer, Lillian	'04
Heidner, Ella M.	'85	Kiekhoefer, W. H.	'04
Heidner, Mamie E.	'95	Kimmel, G. B.	'97
Heilman, Frank W.	'02	Kirn, G. J.	'86
Heininger, Louis	'87	Kirn, Gerald	'09
Heilman, John J.	'98	Kletzing, H. F.	'79
Hendricks, H. H.	'01	Keltzing, J. F.	'79
Hertel, J. A.	'92	Kletzing, M. Naomi	'82
Herzog, Felix F.	'06	Kletzing, U. B.	'82
Hetche, Chas.	'02	Kletzing, E. L.	'88
Hielscher, J. A.	'88	Klopp, J. J.	'88
Hilgenfeld, S. F.	'08	Kliphardt, Chas. F.	'04
Hillman, C. F.	'93	Knecht, L. E.	'86
Himmel, Edward	'09	Knickerbocker, Alden	'97
Himmel, John P.	'10	Knight, Luther	'02
Higgins, D. F.	'74	Knight, Naomi	'85
Higgins, Colin	'10	Knobel, Mary A.	'67
Hirschman, C. A.	'07	Knobel, G. C.	'70
Hobert, Chas H.	'76	Koch, Christina	'99
Holcomb, R. H.	'81	Koch, Peter	'88
Hodges, Bessie A.	'80	Kolander, C. H.	'11
Huebner, S. H.	'85	Krahl, W. F.	'76
Huelster, A. H.	'80	Kramer, H. A.	'88
Huddle, W. D.	'87	Krienke, G. J.	'99
Hunter, Belle C.	'83	Krueger, W. W.	'09
Husser, Milton G.	'04	Krug, A. A.	'08
Hyde, Cora P.	'79	Lamale, C. E.	'07
Ingalls, G. R.	'05	Larek, F. A.	'84
Iwan, Clara M.	'95	Lauver, Fannie	'08
Jones, Mollie L.	'78	Leedy, R. B.	'10
Kammerer, Anna	'99	Leffler, Ada B.	'11
Keiper, Kezzie	'82	Lenhardt, Lena M.	'05
Keiper, Lizzie	'77	Lerch, Emma L.	'90
Keiser, Edmund E.	'06	Lerch, W. L.	'87
Keller, Winnifred D.	'02	Lewis, Carrie N.	'78
Kellerman, H. A.	'11	Lindemann, C. W. A.	'83
Kelhoefer, Ernst	'03	Lipp, H. A.	'11

Litt, J. G.	'86	Nickel, E. J.	'07
Loose, Clarence D.	'10	Nichols, J. L.	'80
Luehring, F. W.	'05	Niederhauser, Alice	'08
Lundy, Jennie	'79	Niederhauser, E. W.	'01
Luce, T. Claire	'83	Nonnamaker, M. E.	'96
Manbeck, Ida V.	'78	Nonnamaker, W. A.	'05
Marker, A. W.	'07	Norbury, Alice M.	'83
Marsh, Elizabeth F.	'76	Oertli, Ira	'11
Mather, Zillia	'88	Oldt, W. B.	'09
Mattill, Andrew J.	'10	Oliver, E. J.	'97
Mayer, P. S.	'07	Orth, L. L.	'00
Maves, C. E.	'05	Ostroth, D. C.	'04
McGregor, Duncan	'73	Oyer, J. F.	'95
McHose, Edwin D.	'01	Pahlman, Ida M.	'87
Meck, Rose R.	'79	Patterson, Maggie J.	'86
Meck, S. R.	'88	Peebles, Agnes H.	'06
Messner, Mary	'84	Penticoff, O. C.	'03
Meyer, G. C.	'94	Peter, W. W.	'04
Michael, J. W.	'87	Pfeiffer, Rose K.	'83
Miller, E. E.	'96	Piper, Benj. A.	'11
Miller, Hattie C.	'87	Plantikow, Herman	'88
Miller, Walter J.	'98	Pratt, Laura A.	'66
Miller, G. W.	'93	Powell, H. C.	'02
Miller, Edwin J.	'10	Priem, Harry	'10
Minch, Lora C.	'03	Ranck, C. E.	'99
Muerner, Emma C.	'03	Ranck, Elmina E.	'99
Muerner, Laura E.	'89	Ranney, Eldon	'93
Muerner, Henry L.	'99	Rarey, C. D.	'03
Murray, Maria E.	'70	Rassweiler, C. F.	'69
Murray, Thos.	'78	Rassweiler, G. F.	'97
Naegli, Frank	'02	Rassweiler, H. H.	'68
Nanninga, Lucas	'09	Rassweiler, J. K.	'68
Nash, W. W.	'07	Raymer, H. S.	'81
Nauman, Chas.	'72	Reik, S. A.	'00
Nauman, Geo. P.	'94	Reinhart, J. S.	'79
Nauman, H. C.	'94	Rich, F. K.	'05
Naumann, W. L.	'99	Rich, Laura	'02
Neiswender, Susie	'72	Rickenbrode, E. C.	'86
Neitz, Frank C.	'88	Rickli, Arthur	'03

Rife, E. E.	'94	Schutz, Netta A.	'11
Rilling, J. H.	'96	Schwab, Benj. T.	'09
Rilling, W. B.	'90	Seager, F. E.	'87
Rohland, Anna M.	'67	Seager, L. H.	'87
Roller, C. I.	'10	Seder, James I.	'87
Roller, G. H.	'10	Seder, Velma	'11
Ross, W. F.	'88	Seigmiller, F. S.	'06
Sasseen, David	'74	Seibert, W. O.	'84
Schaefer, J. C.	'96	Sevier, Nannie L.	'75
Schafer, J. W.	'05	Shaw, Nettie	'78
Schaeffer, H. B.	'09	Shoemaker, H. J.	'79
Schilling, W. E.	'11	Shortess, Anna E.	'85
Schirer, Benj. F.	'09	Schott, Ira J.	'82
Schlafer, Geo. E.	'06	Sims, Florence	'66
Schirmer, W. W.	'10	Simpson, Bertha E.	'02
Schluter, H. C.	'91	Sindlinger, Edna G.	'98
Schlosstein, J. F.	'78	Sindlinger, G. W.	'69
Schmidt, Mark E.	'11	Slick, Bert	'01
Schmucker, I. J.	'87	Smith, Clara	'96
Schneider, Geo. H.	'78	Smith, C. F.	'10
Schneider, Henry	'77	Smith, H. L.	'10
Schneider, J. C.	'85	Smith, Chas. A.	'01
Schneider, J. F. D.	'04	Smith, Fannie E.	'88
Schneider, S. F.	'85	Smith, Henry A.	'96
Schneller, Ella M.	'05	Smith, Mattie E.	'90
Schoedinger, Fred H.	'99	Smith, Lucy J.	'97
Schoenleben, M.	'93	Snyder, J. A.	'88
Schrader, S. E.	'11	Sohl, Lawrence	'04
Schroeder, Lena M.	'10	Spreng, E. M.	'85
Schreiner, Lizzie B.	'83	Speicher, P. J.	'08
Schuermeier, F. C.	'99	Staffeld, D. W.	'04
Schultz, H. C.	'85	Stamm, J. S.	'09
Schultz, Sophia	'86	Stanard, O. B.	'81
Schultz, W. A.	'84	Stanger, Mary D.	'83
Schumacher, F. P.	'95	Stanger, S. S.	'86
Schumacher, Ferdinand ...	'03	Stark, L. J.	'95
Schuster, W. H.	'05	Stauffacher, A. D.	'10
Schutte, W. A.	'91	Stauffacher, C. J.	'03
Schutz, E.	'07	Stauffacher, S. J.	'00

Steffen, E. F.	'83	Vaubel, Daniel J.	'10
Stettbacher, C. C.	'02	Voegelein, A. H.	'05
Stierle, G. A.	'06	Vogel, W. M.	'07
Stoll, S. J.	'81	Voegelein, Alice	'11
Stoll, R. C.	'03	Wagner, C. W.	'90
Story, Sarah S.	'80	Wagner, Lizzie A.	'82
Strahler, Milton	'08	Wagner, Lulu	'02
Straub, H. E.	'07	Wahl, C. B.	'11
Strom, J. L.	'93	Walker, W. L.	'83
Strubler, H. H.	'06	Waltz, William	'80
Stube, J. H.	'85	Wellner, Sarah	'08
Tayama, H. M.	'93	Weide, L. G.	'10
Teel, Warren F.	'00	Wenger, W. L.	'03
Teichman, A. E.	'11	Wickel, Susie	'96
Theiss, Edwin L.	'05	Wicks, E. C.	'80
Thompson, Jennie M.	'88	Wing, Daniel H.	'02
Tillson, Mabel L.	'09	Wise, David	'06
Triem, Peter E.	'74	Wood, Clara A.	'78
Troeger, J. W.	'72	Woodside, Thos. W.	'78
Uebele, W. C.	'02	Wurtz, C. J.	'00
Umbach, Emerelda	'02	Yaggy, L. W.	'71
Umbach, E. M.	'04	Yaggy, Florence	'99
Umbach, L. M.	'77	Yost, Elizabeth M.	'00
Umbach, W. H.	'96	Young, Ella	'68
Umbach, Lulu	'11	Zabel, W. L.	'11
Umbreit, S. J.	'98	Zachman, R. H.	'02
Utzing, A. H.	'87	Zehnder, J. C.	'96
Valentine, Mary	'82	Zeller, Francis A.	'06
Vandersall, C. H.	'97	Ziegler, J. C.	'79
Vandersall, W. A.	'98	Zinser, J. C.	'81
Van Kannell, B. F.	'99	Zollman, F. W.	'81
Vaubel, E. G.	'05		

SCHEDULE OF RECITATIONS FOR 1912-13.

Chapel 9:30

7:30.

Algebra, 1st year (1).....	G
Astronomy*	G
Bible, Freshman (1)	15
Botany, Elementary†	G
English, Freshman (1)	G
Ethics†	6
Greek, 1st year	7
Latin, 2nd year (1)	5
Physics, College	G
Political Science	33
Zoology, Advanced	G
Zoology, Elementary*	G

8:30.

Algebra, 2nd year	G
Bible, Freshman (2)	15
Bible, Senior	15
Botany, Advanced	G
English, 1st year (1)	34
English, Freshman (2)	G
French, 1st year	31
Geometry (1)	G
Greek, 3rd year	7
Latin, 2nd year (2)	5
Logis (1)†	6
Psychology (1)*	6
Rhetoric, Elementary	12
Sociology	33

10:00

Algebra, College (1)*	G
Bible, 1st year	33
Botany, General†	G
Chemistry, Advanced	G
Chemistry, Organic	G
English, 1st year (2)	34
German Grammar	11
German Rhetoric	36
Greek, 4th year	7
History, Medieval*	G
History, English†	G
Latin, 4th year	5
Latin, 3rd year	35
Literature, American	12
Science of Religion	6
Surveying†	G
Trigonometry (1)†	G
Zoology, General*	G

11:00.

Algebra, 1st year (2)	G
Bible, 4th year	33
Chemistry, Analytical	G
Economics*	33
Geology†	G
Geometry, Analytical*	G
German, Eng., 1st year	31
German, Eng. 3rd year	11
History, Ancient	35
Literature, Elem. Eng.	12
Philosophy	6

* First Semester only.

† Second Semester only.

1:00

Biology, Advanced	G
Bible, Junior	15
Bible, Sophomore	15
Chemistry, General	G
Civics	33
English, Junior	G
English, Sophomore	G
Latin, 1st year (1)	35
Latin, 5th year	5
Physics, Elementary	G

2:00

Bible, 3rd year	33
Chemistry, Elementary	G
Constitutional Law*	33
French, 2nd year	31
Geometry (2)	G
German Literature	36
German, Eng. 4th year.....	11
History, American*	34
International Law†	33
Literature, American	12
Physiology	G

3:00.

Algebra, College (2)*	G
Bible, 2nd year	33
Education	6
German, Eng. 2nd year.....	31
German, Faust	11
Greek, 2nd year	7
History Economics†	G
History, Modern*	G
Latin, 1st year (2)	35
Rhetoric, Elementary	12
Trigonometry (2)†	G

* First Semester only.

† Second Semester only.

FORM OF BEQUEST.

IN THE NAME OF THE BENEVOLENT FATHER OF ALL,

I, A..... B.....
of, do make and publish this my last will
and testament, as follows:

I give and devise to the TRUSTEES OF NORTHWESTERN
COLLEGE, and their successors and assigns forever, the following
lands and tennants
(Description) in County, in the State of.....

I give and bequeath to the TRUSTEES OF NORTHWESTERN
COLLEGE the sum of dollars, to be paid by my
executor out of my estate withinmonths after my
decease.

In testimony whereof, I hereto subscribe my name and affix my
seal, this day of, A. D.....

(Seal) A..... B.....

Signed and acknowledged by the above named A.....
B....., testator, as his last will and testament, in our
presence, and signed by us in his presence and at his request, as
subscribing witnesses to the foregoing last will and testament at the
date last aforesaid.

C..... D.....

E..... F.....

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North-Western College Bulletin is published January, April, July and October.

Entered at the Post Office, Naperville, Illinois, as second-class matter —————
1912, under the act of July 16, 1894.

PUBLISHING HOUSE OF THE
EVANGELICAL ASSOCIATION
C. HAUSER, . . . AGENT

THE UNIVERSITY OF ILLINOIS
JAN 11 1913
The ANNUAL
CATALOGUE

...OF...

North-Western College

For the Fifty-Second Session

1912—1913

WITH ANNOUNCEMENTS FOR 1913—1914

NAPERVILLE, ILLINOIS

APRIL 1913

CORRESPONDENCE.

Correspondence addressed to the President of North-Western College may be expected to reach the proper department.

All requests for annual catalogs and other publications of the College, as well as all inquiries concerning entrance requirements should be addressed to the President.

Correspondence relating to the work of the Academy of North-Western College may be addressed to the Principal.

Correspondence pertaining to general matters of business should be addressed to the Treasurer.

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NORTH-WESTERN COLLEGE

1912

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

1913

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31	..	23	24	25	26	27	28	..	23	24	25	26	27	28	29	27	28	29	30
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MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30	27	28	29	30	31	24	25	26	27	28	29	30
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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14	15	16	17	18	19	20	19	20	21	22	23	24	25	9	10	11	12	13	14	15	12	13	14	15	16	17	18
21	22	23	24	25	26	27	16	17	18	19	20	21	22	16	17	18	19	20	21	22	21	22	23	24	25	26	27
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1914

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
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..
MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	..	1	2	3	4	5	6	1	2	3	4	1	..
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29
31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..

NORTH-WESTERN COLLEGE

5

CALENDAR 1913-14.

1913

February 3—Second Semester Begins.....	Monday
March 21—College Oratorical Contest, Good Prize.....	Friday
March 31—Spring Term Begins.....	Monday
April 18—Academy Oratorical Contest, Elgin Prize.....	Friday
May 16—Freshman Contest, Heatherton Prize.....	Friday
May 17—College Day.....	Saturday
May 30—Memorial Day.....	Friday
June 13—Exercises of the German Department.....	Friday
June 14—Graduating Exercises of the School of Commerce..	Saturday
June 15—(Morning) Baccalaureate Sermon.....	Sunday
June 15—(Evening) Sermon before Graduates of Academy..	Sunday
June 16—Graduating Exercises of School of Music.....	Monday
June 17—Graduating Exercises of the Academy.....	Tuesday
June 18—Senior Class Day.....	Wednesday
June 18—Art Exhibit (Student's Work).....	Wednesday
June 18—Commencement Concert.....	Wednesday
June 19—Commencement.....	Thursday
June 19—Alumni Anniversary.....	Thursday
September 16, 17—Entrance Examinations and Enrollment.....	
.....	Tuesday and Wednesday
September 17—First Semester and Fall Term Begin.....	Wednesday
November 27 to December 1—Thanksgiving Recess.....	
.....	Thursday to Monday
December 19—Close for Holiday Vacation.....	Friday

1914

January 6—Winter Term Begins.....	Tuesday
February 1—Day of Prayer for Colleges.....	Sunday
February 9—Second Semester Begins.....	Monday
March 20—College Oratorical Contest, Good Prize.....	Friday
March 30—Spring Term Begins.....	Monday
April 17—Academy Oratorical Contest, Elgin Prize.....	Friday
May 15—Freshman Contest, Heatherton Prize.....	Friday
May 17—College Day.....	Sunday
May 30—Memorial Day.....	Saturday
June 18—Commencement.....	Thursday

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* Died October 1, 1912.

** Died June 13, 1912.

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74 Wright St.

MARY S. BUCKS, M. L.,
Associate Professor of English.
6 Wright St.

EDWARD N. HIMMEL, B. S.,
Associate Professor in Science.
105 Franklin Ave.

FACULTY—Continued.

FANNIE LAUVER, Ph. B.,
Instructor in English.
159 Center St.

EDWARD E. DOMM, B. A., B. D.,
Instructor in Latin.
175 Chicago Ave.

AUGUST CHARLES GEGENHEIMER,
Principal of the School of Commerce,
Professor of Commercial Branches.
84 Wright St.

J. ALBERT ALLEN, JR.,
Director of School of Music.
Professor Piano, Organ, Theory and Harmony.

HENRY COWLES SMITH, A. M.,
Professor of Vocal Music.
62 Loomis St.

RUTH K. SPEICHER,
Teacher of Voice Culture.

J. FREDERICK FEHR,
Teacher of Violin.

CLARA L. RUTH,
Teacher of Drawing and Painting.

F. B. WHEELOCK,
Physical Director.

NORTH-WESTERN COLLEGE
OFFICERS OF ADMINISTRATION.

11

L. H. SEAGER, D. D.,
President.

G. J. KIRN, A. M., Ph. D.,
Dean.

M. E. NONNAMAKER, A. M.,
Secretary of Faculty.

THOS. FINKBEINER, Ph. M., B. D.,
Principal of the Academy.

O. M. ALBIG, A. M.,
Registrar.

A. C. GEGENHEIMER,
Principal of the School of Commerce

ETHEL GIBSON, Ph. M.,
Librarian.

FANNIE LAUVER, Ph. B.,
Assistant Registrar.

L. M. UMBACH, A. M.,
Curator of Museum.

F. W. UMBREIT,
Treasurer and Financial Agent.

NORTH-WESTERN COLLEGE
COMMITTEES OF THE FACULTY.

Entrance and Classification—College.

G. J. KIRN, M. E. NONNAMAKER,
 ORVILLE M. ALBIG.

Entrance and Classification—Academy.

THOS. FINKBEINER, C. J. ATTIG.

Curriculum.

G. J. KIRN, THOS. FINKBEINER,
 L. M. UMBACH.

Catalogue and Bulletins.

L. H. SEAGER, M. E. NONNAMAKER,
 O. M. ALBIG, W. H. COOPER,
 C. J. ATTIG.

Scholarships.

G. J. KIRN, THOS. FINKBEINER,
 M. E. NONNAMAKER.

Lectures and Entertainments.

O. M. ALBIG, W. H. COOPER,
 E. N. HIMMEL.

Library.

S. L. UMBACH, G. J. KIRN,
 L. H. SEAGER.

Rooms.

M. W. COULTRAP, C. J. ATTIG.

Athletics and Physical Culture.

E. N. HIMMEL, E. E. DOMM.

Christian Associations.

M. E. NONNAMAKER, G. J. KIRN,
 M. ELIZABETH COLEGROVE.

North-Western College.

HISTORICAL STATEMENT.

North-Western College had its origin in the conviction that the interests of Christian education demand the establishment and maintenance of institutions of higher learning by the Christian Church. The honor of having taken the initiative toward its establishment belongs to the Illinois Conference of the Evangelical Association. At its annual session in the spring of 1861, this Conference adopted a resolution inviting the Wisconsin, the Indiana, and the Iowa Conferences to unite in the founding of a college, which should be duly equipped for the prosecution of collegiate work. These Conferences responded cordially and joined in the movement. A commission, consisting of twelve members and representing the Illinois and the Wisconsin Conferences, held a meeting at Plainfield, Illinois, April 30, 1861, for the purpose of effecting the organization of a Board of Trustees, and to secure the incorporation of the projected institution. By resolution it was decided that the Board of Trustees should consist of twenty-three members, as follows: Seven from the Illinois Conference, seven from the Wisconsin Conference, five from the Indiana Conference and four from the Iowa Conference. This plan was subsequently changed to one of equal representation, so far as the Conferences are concerned.

Although this was at a time when the outbreak of the Civil War seemed to paralyze the spirit of the enterprise, as well as the financial resources of the country, circumstances favored the undertaking. The village of Plainfield offered to donate a college site, including a fine and spacious building then in the course of erection. The offer was accepted and the new institution named Plainfield College. The organization having been effected, it was decided to open the institution immediately, and the Preparatory school began its work in the fall of the same year with three teachers and an encouraging number of students. The teachers of the first year were John Rodas, A. M.; John Miller, A. B., and Miss C. M. Harlacher. Rev. Augustine A. Smith, A. M., Principal of Greensburg Seminary, Greensburg, Ohio, who entered upon the duties of his office in the fall of 1862, became the first president of the institution.

As the patronage of the school soon extended over several states, the name "Plainfield College" was deemed to be too local; hence at the annual meeting of the Board of Trustees in 1864, the name of the institution was changed to North-Western College. Unfortunately the village of Plainfield was located at some distance from a railway line at that time, which it was soon discovered would be a serious drawback to the growth and progress of the institution. Steps were therefore taken to secure a more advantageous location for the school. In 1870 the college was removed from Plainfield to Naperville, Illinois, its present favorable location. This place having donated grounds of about eight acres, and \$25,000 in money, a fine and substantial college building, consisting of a main part, 71x46 feet, five stories high, and a wing, 58x46 feet,

three stories high, was erected and opened for school purposes in the fall of 1870. This change proved of such advantage to the school as to mark an epoch in its history.

New departments of instruction were added from time to time as the progress of the institution seemed to require them. In 1871 the department of Fine Arts was opened, and the Commercial department the following year. Music received considerable attention from the very beginning of the school, which gradually resulted in the formation of a regular department of vocal and instrumental music. More recently this has been entirely reorganized, and now forms a strong and well equipped School of Music. In 1876 Union Biblical Institute was opened, which, although having its distinct organization, is so closely connected with the College as to be easily regarded as its theological department.

In 1890 a new four story building, 71x41 feet, was added as a south wing; and the main building throughout renovated and improved. Steam heating and electric lighting were introduced and the entire equipment thoroughly modernized. The laboratories were enlarged and suitably furnished with the necessary apparatus and reagents. The Museum was given more room and the collections were greatly increased. A splendid Herbarium was created, which has grown into very creditable proportions. The Library was transferred to enlarged quarters, and made more serviceable in all departments of instruction.

In 1901 a handsome Gymnasium building 100x60 feet, two stories high—a gift of the late Professor J. L. Nichols, A. M.—was erected and added to the general outfit of the college. Professor Nichols was an honored alumnus

of this institution, and for a number of years the efficient principal of its Commercial department. The building forms a fitting memorial to the thoughtful generosity and abiding interest of this noble and illustrious son of his Alma Mater.

In 1908 two fine, large buildings were completed—a Library and Science Hall. The Library building, 75x62 feet, three stories high, is the gift of that well known and honored philanthropist, Mr. Andrew Carnegie, of New York City; and the Science Hall, 96x75 feet, four stories high, comes from another illustrious alumnus of this institution, Dr. Albert Goldspohn of Chicago. North-Western College is justly proud of her alumni, who are not only rising to distinction in their respective professions but who in their success do not forget their Alma Mater.

In order to provide for the proper heating of the entire group of buildings, a central power house was erected and supplied with the very best new boilers and heating appliances. In material and general plan of construction this building is in harmony with the other buildings on the campus, recently erected. The entire equipment of the institution compares favorably with that of the best schools of similar character in the land.

Within the past few years the endowment fund of the college has been increased by \$200,000, thus placing the institution on a splendid financial basis. This growth in financial resources and material equipment is highly gratifying and points to a promising future.

North-Western College stands for Christian education in the best and broadest sense. In an age produced by civilization no apology is needed for emphasis upon

“Christian” in higher education. The aim is to produce sound scholarship, and genuine nobility of character. The purpose of education is life rather than livelihood, hence implies the symmetrical development of the mental, moral and physical powers of the student. While laboring to inspire a vigorous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its important work.

CHARTER.

The following charter was adopted in 1876:

WHEREAS, The Board of Trustees incorporated under a special law of the State of Illinois, approved and in force February 15, 1865, and entitled “An act to incorporate North-Western College,” have given their unanimous consent that said corporation may become incorporated under the provisions of an act of the General Assembly of said State entitled “An act concerning corporations not for pecuniary profit,” as contemplated by the act of said General Assembly entitled “An act to revise the law in relation to universities, colleges, academies and other institutions of learning,” approved March 24, 1873, and in force July 1, 1874.

Therefore, we, the undersigned, citizens of the United States, and members of said Board of Trustees, desiring to associate ourselves in order that said corporation may become incorporated under the provisions of the general law of Illinois as aforesaid, and for the purpose of forming a corporation not for pecuniary profit, pursuant to the acts of the General Assembly of the State of Illinois hereinbefore referred to, do hereby certify and state that the name and title by which said corporation shall be known in law is “TRUSTEES OF NORTHWESTERN COLLEGE.”

That the particular business and objects for which it is formed are to own, control and manage the property and affairs of the corporation, including the institution of learning now located at Naperville in said state and named and styled “North-Western Col-

lege of the Evangelical Association of North America," with its various departments, as the same now or hereafter may be established by the Board of Trustees.

That the number of Trustees shall be fifteen, seven of whom shall constitute a quorum for the transaction of all business of the corporation, at any meeting of the Board; that the President of the College shall be *ex-officio* one of said trustees, and that the remaining fourteen shall be elected as provided for by the by-laws.

At the annual meeting of the Board of Trustees, in February, 1894, the following resolutions, relative to an amendment to the charter, were passed:

Whereas, The interests of North-Western College located at Naperville, Ill., require that a change be made in its articles of corporation, in order to increase its number of Trustees; therefore, be it

1. **Resolved**, That that provision in the articles of incorporation or charter of this corporation, to-wit, (Trustees of North-Western College,) which provides that the number of trustees shall be fifteen, shall be changed so as to read "that the number of trustees shall be twenty-two, twelve of whom shall constitute a quorum for the transaction of all business of the corporation at any meeting of the Board." Further

2. **Resolved**, That the charter of articles of incorporation shall be changed and modified so as to provide therein that one of the Bishops of the Evangelical Association (to be selected by the Board of Bishops), shall be, *ex-officio*, a member of the Board of Trustees of said corporation. His term of office shall be the same as that of the Conference Trustees.

These resolutions having been duly ratified by the Conferences connected with the College, the required certificate was filed with the proper officer in February, 1895, as provided by the laws of the State of Illinois.

LOCATION.

North-Western College is situated at Naperville, Illinois, on the main line of the Chicago, Burlington and Quincy Railroad, twenty-eight miles from Chicago. Fourteen trains from the west, and fourteen from the east stop daily at Naperville. With such ready access to Chicago, the student of the social sciences may use the great City as his laboratory, the debater and the student doing special research work may use the Chicago Public Libraries. The student of art also has exceptional advantages. And yet the college is far enough from the city to shield its students from the disadvantages and moral dangers of Chicago life. Its excellent lighting system, its pure water, its healthfulness, its macadamized streets, its Y. M. C. A. with a building costing over thirty-five thousand dollars, its thirty thousand dollar depot, its parks, its many churches and its public-spirited and cultured citizens make Naperville a very desirable site for a college.

DESIGN AND CHARACTER.

The object of the Institution is to provide for the liberal education of the young men and women who may be entrusted to its care and instruction, and to direct them in securing the best preparation for the different spheres and avocations of life.

The College is not sectarian, but it aims to be decidedly Christian in theory and practice, and to apply Christian principles and methods in all its departments. As the best results of educational effort are conditioned upon the symmetrical culture of heart and mind, the Institution ever recognizes the development of moral character as an essential part of its work. While endeavoring to inspire and encourage a vigorous intellectual activity, the faculty desires and aims to foster a healthy Christian life and spirit which shall permeate and crown the entire institution.

METHODS OF INSTRUCTION.

It is the aim of the Institution to keep its standard fully up to that of the best American colleges, and its methods of instruction in harmony with the most enlightened views of education. These methods will naturally vary with the subject, and proficiency of the student, but the aim is the same in every department of the College—mastery of the subject and encouragement to independent and original investigation. Recitations based upon an intelligent use of text-books hold a large place in the daily work. Lectures are frequently introduced to elucidate and illustrate the various subjects of investigation. Freedom of discussion and questioning by the students accompany both methods.

The laboratory system is employed in all departments in which it is practicable.

EXAMINATIONS.

Examinations may be of two kinds: Tests and final examinations.

Tests may be given at any time at the discretion of the teacher.

Final examinations shall be given at the end of a semester or on completion of a subject.

No student shall be exempt from any test or final examination. A test or examination shall only be given at any other than the regular time upon presentation of a card issued by the teacher and properly endorsed by the treasurer of the college. The fee for examinations taken irregularly shall in all cases be as follows: Tests, sixty cents; final examinations, one dollar.

STANDING.

A careful record is kept by the Faculty of the scholarship and department of each student.

The standing in scholarship is made up from examinations and the daily record in the class, each being considered of equal weight, on a scale of one hundred.

Students permitted to take an examination, without having had the regular class work, will be credited with a daily record of sixty-five per cent. in determining their standing in that study.

It is provided that any student entering upon a course of study which extends through the year must complete

the entire course in order to receive credit for any part of the same.

Information concerning the progress and conduct of a student will be sent to parents or guardians whenever it may be requested, or when in the judgment of the Faculty it may be necessary.

THESES.

Juniors who do not participate in inter-collegiate debate, or in the inter-class oratorical contest are required to prepare theses of not less than 2,500 words.

Seniors who do not participate in inter-collegiate debate or in the inter-class oratorical contest are required to write theses of not less than 4,000 words; those who participate in either of the aforesaid exercises shall be required to write theses of not less than 2,500 words.

In each case the subject chosen, and the outline of the thesis shall be submitted to the Dean of the College not later than January 1st of the academic year. The theses shall be type-written on paper of standard size; they shall contain a list of the books consulted, and when a thesis contains citations, the book and the page from which the citation is taken shall be indicated.

All theses must be completed and presented to the Dean of the College not later than May 1st of the academic year.

DEGREES.

Bachelor's Degrees.—A Bachelor's degree, either of Arts, Science or Letters, is conferred upon such students as have satisfactorily completed at least one hundred

and twenty-eight Semester hours of the work as outlined in the respective courses, and eight semester hours of Bible. No regular student shall be allowed to take less than fourteen hours per week. In order to be entitled to a Bachelor's degree, a student must have spent at least one academic year in attendance at this institution.

Master's Degrees.—The degrees of Master of Arts, Master of Science, and Master of Letters will be conferred upon corresponding bachelors under the following regulations:

All candidates must register before the work is undertaken.

Before being recommended for the Master's degree the candidate must have received the corresponding bachelor's degree from this college or some other institution recognized as being of equal rank and must have pursued in residence at this college an approved course of study amounting to thirty-two Semester hours.

In all cases the candidate must present a thesis on an approved topic pertaining to his major subject. The thesis must be presented to the Registrar not later than the first of May. It must contain at least five thousand words and embody the results of careful research.

It must be printed or typewritten, in prescribed form, and one copy must be furnished the library of the college for public inspection. It must contain a table of contents, and a complete list of the works consulted.

GOVERNMENT.

The discipline of the institution is mild but firm. It is the aim of the Faculty to exercise a parental and moral supervision over the conduct and character of the stu-

dents. Such relations between students and teachers are cultivated as will inspire mutual respect and confidence. Students are presumed to be ladies and gentlemen who will respect themselves and the authority of the College. A high sense of honor and truthfulness is inculcated and maintained.

Among the things required of every student are a regular and punctual attendance upon all exercises prescribed by the College, and a diligent and faithful improvement of his time. Improper conduct of any kind, and neglect of college duties will not be tolerated. The specific purpose of college training, the development of a noble scholarly character in the student, is constantly kept in view. The institution will not harbor persons of idle or dissolute habits. Whenever in the opinion of the Faculty students are guilty of a course of conduct which is detrimental to themselves or injurious to the standing and reputation of the College, they will be dismissed or expelled from the institution.

LEAVE OF ABSENCE.

Every student is expected to be present at the opening of the term and to remain until its close. No student is allowed to be absent from College without special permission of the Faculty. The time appropriated to vacations and holidays is believed sufficient for the purpose of rest and relaxation from study.

Any student leaving without permission before the close of the term, cannot re-enter until he has made satisfactory amends to the Faculty. Therefore the Faculty earnestly requests, that parents or guardians will in no

way encourage or even sanction such absence without most urgent reasons.

RELIGIOUS EXERCISES.

Devotional services, consisting of reading the Scriptures, singing and prayer, are held daily in the College Chapel, at which the students are required to be present.

Students are expected to attend public worship and Sunday-school on the Sabbath at one of the churches in the city; but are allowed to attend such places of worship as they, or their parents or guardians may select.

Other social and religious meetings are held each week, which students are invited to attend. These facilities afford ample opportunity for Christian growth and work.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association, organized in 1873, is the second oldest organization of its kind in the state. The object of the Association is to promote growth in Christian life and fellowship, and to carry on definite Christian work among students of the institution.

For the purpose of holding its meetings the Association has a commodious and beautiful hall, which has been set apart for its special use. It also maintains a reading room supplied with standard periodicals and leading magazines of the day. It is altogether well organized for efficient work, and exerts a very salutary influence upon the young men of the College.

The Young Women's Christian Association, organized in 1875, also the second oldest Young Ladies' Christian

organization in the state, has for its aim and object Christian work among the lady students of the institution.

At the opening of the school year, committees of these Associations, appointed for this purpose, meet all trains to welcome new students and to aid them in securing rooms and boarding places.

Receptions are held by both Associations during the first week of the first semester and at intervals during the year for the purpose of facilitating acquaintance with the new students, and assuring them of the friendly interest that will be taken in their spiritual welfare.

READING ROOM.

The reading room under the supervision of the Y. M. C. A., is provided with a large number of periodicals, secular and religious, as well as a good collection of leading magazines of the day.

The Periodicals are:

WEEKLY PERIODICALS.

Literary Digest	Weekly Globe and Canadian
Independent	Farmer
Outlook	Naperville Clarion
Scientific American	Evangelical Messenger
Collier's Weekly	The Evangelical
Harper's Weekly	The Evangelical Herald
Saturday Evening Post	<i>German—</i>
Christian Herald	Der Christliche Botschafter
Youth's Companion	Der Evangelische Bundesbote
Commoner, The	Germania
Breeders' Gazette	<i>Daily—</i>
Pathfinder	Chicago Record-Herald
Menace	Chicago Tribune
Sunday School Times	

MONTHLY PERIODICALS.

Review of Reviews	Outing
Scribner's Magazine	Popular Mechanics
Current Opinion	Hearst's Magazine
McClure's	World's Work
Record of Christian Work	Association Men
Ladies' Home Journal	Intercollegian
Cosmopolitan	Missionary Review
Everybody's	Missionary Messenger
Farm Journal	The Association Monthly
Light	(Y. W. C. A.)
Woman's Home Companion	Country Life in America
Etude	Good Housekeeping
Physical Culture	Health Culture
American Magazine	
Technical World	<i>German—</i>
Sunset	Das Evangelische Magazin

The following periodicals are to be found in the Library:

The National Geographic Magazine	The Dial
The Popular Science Monthly	The Musician
The North American Review	The Psychological Review
The American Journal of Sociology	The Methodist Review
The Atlantic Monthly	(Quarterly)
Religious Education	The Business Philosopher
Educational Review	L'Echo Des Deuz Modes
The Journal of Political Economy	Musical Courier
The Philosophical Review	Our Dumb Animals
The Psychological Bulletin	The Survey
Methodist Review	Labor Digest
The Christian Advocate	North American Lloyd
The Expositor	Music News
Advocate of Peace	Educational Press Bulletin
American Economist	Zeitschrift für den deutschen Unterricht
	Human Factor
	Harvard Alumni Bulletin

Brush and Pail	Deseret Evening News
Public Service	Buffalo Express
Congressional Record	Advertisers' Aid
American Historical Review	American Advance
Institutional Quarterly	Evangelische Zeitschrift
	Christian Guardian

These are accessible to all students.

COLLEGE PUBLICATIONS.

Chronicle.—"The North-Western College Chronicle" is published bi-weekly during the academic year.

Its purpose is to furnish information in regard to the work and condition of the institution. It is the organ of the students and contains original articles by members of the school and others, personal notices of past and present members of the College, proceedings of the Literary and Scientific societies, the Christian Associations, and such other matter pertaining to college life as will prove of interest to all friends of higher education. Subscription one dollar per annum.

Spectrum.—The senior class of 1910 published an annual called the "Spectrum" which has become a very important and popular publication. The senior class of 1913 continues this publication. Its purpose is to present in an attractive form the various interests and work of the College during the school year. It contains the pictures of the debating and athletic teams, orators, besides many other groups and combinations. Each department of the school is duly considered.

Bulletins.—Bulletins are published quarterly and are supplied gratis upon application.

LITERARY AND OTHER SOCIETIES.

There are four flourishing literary societies connected with the College, viz.: The *Cliosophic*, the *Philologist*, the *Laconian*, and the *Philorhetorian* (German). These societies have good, well-furnished halls, and afford excellent opportunities for practice in public speaking, debate and other literary exercises.

Senate.—The Senate of North-Western College, organized in 1886, has for its object the consideration and discussion of themes relating to political science, and the promotion of a thorough acquaintance with our federal institutions and the duties of intelligent citizenship. It holds weekly meetings and presents opportunities for practice in extempore speaking, debate and parliamentary procedure.

Oratorical Association.—The Oratorical Association was organized in the year 1900. Its purpose is to arouse interest in public speaking and to elevate the forensic standard of annual oratorical contests. These contests are open to regular members of the three upper classes. Prizes are given those who win first and second places in the interclass contest, and the winner of first prize in this contest represents the college in the Northern Illinois Oratorical League.

Intersociety and intercollegiate debates are held annually.

These and all other societies of the College are under the general supervision of the Faculty. No public entertainment shall be given by any society without permission from the Faculty, and all the exercises intended for such entertainments must be submitted to the inspection of the Faculty before their public delivery.

PRIZES.

Academy.

The Elgin Prize.—An annual prize of ten dollars is offered by Mr. William Grote, of Elgin, to the Oratorical Association of the Academy in order to stimulate efforts in public speaking on the part of Academy students. Contests for this prize are held annually about the middle of the second semester. In recognition of the residence city of the donor, this prize is called the Elgin Prize in Public Speaking. In 1912 this prize was awarded to W. C. Poutz and John Zoller.

Academy Prize.—In order to stimulate the lady students of the Academy to greater efforts in declamation, the graduates of the Academy offer an annual prize of ten dollars. This was awarded in 1912 to Leonora Schilling and Alvina Hoffman.

The Broeker and Spiegler Prize.—An annual prize of fifteen dollars will be given by the firm Broeker and Spiegler, of Naperville, to the member of the graduating class who has made the highest average in his studies during his third and fourth years at the Academy. In 1912 this prize was awarded to B. A. Hoffman.

Scheele Prize.—In order to encourage debate, Mr. A. Scheele, of Elgin, offers an annual prize of fifteen dollars to the winning team in the debate between the Third and Fourth year classes. In 1913 this debate was won by August Kuhlman, John Zoller and E. Pagnard, all members of the Fourth year class.

College.

The Heatherton Prize.—In order to encourage oratorical efforts and to show his interest in the work of the College, Judge John S. Goodwin, of this city offers the Freshman Class an annual prize of ten dollars for excellence in oratory and ten dollars for excellence in declamation. Contests for these prizes are held the latter part of the second semester and are open to regular members of the Freshman Class. In honor of Judge Goodwin's estate "Heatherton," the prizes are known as the Heatherton Prizes in Public Speaking. In 1912 these prizes were awarded to Albert G. Butzer and A. O. Schmidt in oratory and to Esther Goettel and Della Foss in declamation.

The Dr. Good Prize.—This prize has been founded by Dr. R. H. Good, of Chicago, for the purpose of encouraging interest in the local, or interclass oratorical contests. It consists of \$25.00 and is to be awarded as first and second prizes, of \$15 and \$10 respectively, to the successful participants in these contests. The winner of the first prize becomes the representative of the College in the North-Western Illinois Oratorical League. These prizes were awarded to R. W. Schloerb and C. B. Wilming in 1913.

The Miller Prize.—This prize was founded by Walter J. Miller, an attorney at law of Chicago, class of 1898, for the purpose of encouraging deeper interest in the temperance problem. It consists of \$25.00 divided into two prizes, \$15.00 and \$10.00 respectively, and is awarded to the first and second winners in the anti-saloon Oratorical Contest. These prizes were awarded to Albert G. Butzer and Herman Leedy in 1913,

UNIVERSITY OF ILLINOIS SCHOLARSHIP.

The University of Illinois has placed a scholarship at the disposal of the Faculty of North-Western College which shall be awarded to the candidate who has made the highest average grades during his Junior and Senior years. The scholarship for the year 1913-14 has been awarded to Miss Viola Knoche, of the class of 1913.

SELF-HELP.

Frequently we receive inquiries about opportunities for work whereby to pay expenses while at school. Such opportunities are not plentiful. Yet there are generally a few students who "earn their way" in part at least. Others succeed in earning considerable during the summer vacation. Some, after obtaining a teacher's certificate, teach for a time, and then continue their college course. This, though necessarily requiring more time to complete a course, gives the student much practical and valuable experience, and is therefore, by no means lost time.

An employment bureau under the auspices of the College Y. M. C. A. has been organized to help students secure work. Remunerative work, however, can very rarely be arranged for definitely before arrival; as students become acquainted, it is easier to secure employment.

STUDENT'S FILE.

The registrar will keep on file the names and addresses of former students provided such students will inform him of changes in their addresses whenever such change shall occur.

PHYSICAL CULTURE.

Opportunities for systematic physical training are provided for both ladies and gentlemen, and a certain amount of work is required of all students, not specifically excused by the Faculty. The physical needs of each person are carefully considered, and appropriate exercises for the improvement of health and physical well-being are recommended in each case. The work is under the supervision of a resident director, who aims to counsel and aid every student to the fullest possible extent. Students are required to provide themselves with gymnasium suits and shoes.

In addition to the work of the gymnasium, provisions are also made for outdoor sports and exercises. For the purpose of encouraging and guiding the interests in these, the students maintain an Athletic Association, which aims to systematize and unify all the physical activities of the institution. The management of this organization is vested in a Board of Control, consisting of officers of the Athletic Association, representatives of the four college classes and members of the Faculty. All physical exercises, whether indoors or outdoors, are under the general supervision of the Physical Director.

BUILDINGS.

The College is located on a spacious and beautiful campus in the center of the residence portion of the city of Naperville. The surroundings are attractive and the campus is ornamented with a fine variety of trees, making the location cheerful and inviting.

The Main Building.—The main building is an elegant and commodious stone edifice well planned and suitably

furnished with the best modern appliances for educational purposes. It consists of three parts, a main building 71x46 feet, five stories high; a wing 58x46 feet, three stories high, both erected in 1870; and another addition 71x41 feet, four stories high, erected in 1890. As thus completed, it is one of the finest school buildings in the west. It is heated throughout by steam and lighted by electricity.

Gymnasium.—A well-equipped gymnasium was erected in 1901. The building is a contribution by Prof. J. L. Nichols of the class of '80 and is located in the northern part of the campus, in line with the main building and Science Hall, facing west. Its dimensions are 100x60 feet, two stories high; and it is supplied with such appliances and conveniences as combine the most approved features of the modern gymnasium. It is designed to provide all students of the college with opportunities for such general exercises as will promote health and physical well-being. The gymnasium is open every week day of the school year.

The Library.—A handsome library building 75x62 feet, the gift of Mr. Andrew Carnegie, was dedicated in 1908. It is located on the southwest corner of the campus, and built in classic style of architecture. On the main floor are the delivery room, and the general reading and reference rooms and smaller office rooms. In the basement, which is practically above ground, are rooms for receiving and distributing books, and shelves for pamphlets, magazines and periodicals.

On the second floor are the Faculty room, and additional stack and reference rooms. The building is supplied throughout with steam heat and electric lights, and is thoroughly modern in all its appointments. It has a

stack room for thirty-five thousand volumes, besides pamphlets and periodicals. The library is an inviting place for collateral reading, and students are encouraged to make an intelligent and faithful use of its privileges.

The library contains now more than 10,500 volumes, and additions are being made from year to year. It is intended to supplement the work of all departments of instruction; and every effort is made to increase its utility. The books are conveniently arranged and carefully catalogued, both by authors and by subjects, according to the "Dewey Decimal System of Classification." Hence any book may be easily found even by persons not especially familiar with bibliography.

The Reading Room is supplied with an excellent selection of standard magazines and periodicals. The aim is to meet the needs of the various departments of the institution, and to keep them in touch with current thought and the ablest discussions of the day. These periodicals being chosen with a view to supplement the literature of the Y. M. C. A. Reading Room, students have access to an exceptionally wide range of periodical literature. Contributions in books and moneys are earnestly solicited.

Goldspohn Science Hall.—For this beautiful and imposing building the college is indebted to the generosity of an alumnus, Dr. A. Goldspohn, class of '75. The structure has a frontage of 96 feet and a depth of 75 feet. It consists of a basement, two stories and a large, well-lighted attic.

It is devoted to the physical sciences. The departments of Physics and Chemistry occupy the first floor, which has two large lecture rooms, two general laboratories, apparatus rooms, two teachers' private labora-

tories, an optical room, a balance room, and offices for instructors.

On the second floor the departments of Biology and Geology find their accommodations. The entire floor is fully supplied with all necessary laboratory fixtures and appliances, in order to make the study in these departments as thorough and satisfactory as possible. A department library offers opportunities for collateral reading.

In the basement are located two additional lecture rooms, a storage room, a dark room, a work shop, and the other facilities belonging to a modern science building. The spacious upper floor is to receive the Museum and Herbarium collections.

LABORATORIES.

The laboratory facilities provided by the new Science Hall are most excellent, comprising as they do four large well-lighted, well-ventilated laboratories, and four smaller laboratories for special and research work. These laboratories are assigned to the departments of Chemistry, Physics, Biology and Geology. Additional laboratories for the departments of Mineralogy and Meteorology will be equipped as soon as our rapidly growing and expanding work in science may require.

No pains in planning or expense in construction has been spared in making the laboratories most thoroughly modern and efficient in every particular. They are supplied with water, gas and electricity, and furnished with individual lockers for the accommodation of about one hundred students in each department. The fixtures, such as tables, cupboards, drawers, hoods, and reagent shelves

are the best that could be obtained, and their orderly and convenient arrangement makes it a pleasure to work in the laboratories.

The equipment is in keeping with the excellent accommodations which the building affords. Large additions to the apparatus, some of which is imported, were purchased during the past year; and more is being added for the coming school year. The laboratories now contain some very fine and sensitive pieces of apparatus. A number of valuable instruments have been secured during the past year for the equipment of a psychological laboratory.

MUSEUM.

The Museum occupies for the time being the upper floor of the main college building, and contains large and valuable collections for illustrating the various departments of natural history. The collection comprises a large number of our native birds, larger mammals, nearly one thousand specimens having been added by the purchase of the Romberger collection; a number of the smaller reptiles and batrachia in alcohol, and a very fine collection of marine invertebrates donated by the Smithsonian Institution. The collection of minerals has been greatly increased and now represents many American localities. During the past year this collection has been greatly increased by the donation of a collection made by the late David N. Moyer. The archeological collection in flints and implements is becoming quite extensive and valuable. The fossils are chiefly from rocks of the Palaeozoic era. The fossil plants from the Carboniferous age are especially fine. Students have access to the Museum at all times.

HERBARIUM.

Excellent quarters have been fitted up on the Museum floor for the accommodation of the Herbarium. The collection has grown rapidly during recent years, and contains now forty thousand sheets of plants. It contains not only all the varieties found in the vicinity of the Institution, but also from many other American, European and Asiatic localities. The collection of European and South American specimens has especially been greatly increased. The Herbarium is in a very interesting and serviceable condition and furnishes the means of increasing usefulness to the students in that department of study. Besides the permanent collection, the department has also a large number of specimens for exchange purposes.

GROWTH AND NEEDS.

The progress of the College has been very satisfactory and encouraging. All the departments of instruction are now fully organized and well equipped for efficient work.

Strong efforts are being made at present to increase the endowment and to develop all the resources of the Institution. It is the united purpose of the Faculty and the Board of Trustees that the College keep pace with the progress and educational demands of the country.

Among the more pressing needs of the College may be mentioned: A Woman's Hall; a College Auditorium; the endowment of several Professorships; the founding of perpetual Scholarships; the enlarging of the Library; and a suitable and well equipped Astronomical Observatory.

The friends of the College and of higher education are invited to contribute to these objects.

Such donations will be used most advantageously in the present work of instruction, and for the promotion of the highest interests of the institution.

GIFT OF THE BURLINGTON RAILROAD.

Our special thanks are due The Chicago, Burlington and Quincy Railroad for the splendid gift of a piece of property lying directly south of the depot upon which a conservative value of \$10,000 has been placed. Arrangements are being completed to park it when it will be used for an athletic field. It is but a block and a half from the College Campus, thus making a very favorable location.

Much credit is due Judge John S. Goodwin, of Naperville, for his interest and activity in securing the gift.

LECTURE COURSES.

The College sustains regular, first-class Lecture Courses from year to year. Besides these a number of lectures are provided by various organizations of the College.—Among the more prominent lecturers engaged during the past year were: Strickland W. Gillilan, John E. Gunckel, Dr. S. Parkes Cadman, Montaville Flowers and the Weatherwax Quartette.

ROOMS, BOARD AND LAUNDRY.

The College has no dormitories, but ample and pleasant rooming accommodations can always be found in private families. Usually two, but sometimes three or four students go together and share the rent for a room or

set of rooms. The rent for furnished rooms ranges from \$15 to \$25 per semester for each student. Unfurnished rooms are correspondingly cheaper.

The College provides a boarding department where students can get good board at very reasonable rates. In addition to the accommodations furnished by this department, a number of private families are conducting boarding places. Good board in private families, including furnished rooms, ranges in price from \$4 to \$5 per week. If students prefer to take table board in private families, it may be had at prices ranging from \$3.25 to \$3.75 per week. Others board in clubs at a cost of from \$2.30 to \$2.75 per week. Students boarding in clubs, or taking their meals in private families, rent rooms separately. Some students reduce their expenses still further by renting rooms and boarding themselves. The cost of laundering is about 75 cents per dozen.

Students are not allowed to board or rent rooms at any place without the approval of the Faculty; nor to change place of boarding, or leave their rooms during the term without their consent. Families who let rooms, or board students, are expected to be interested in the maintenance of the College rules.

BOOKS.

All text and reference books, as well as a complete assortment of stationery, are for sale at the college book store.

COLLEGE EXPENSES.

The academic year of the College of Liberal Arts and the Academy is divided into two semesters, and the year

of the schools of Commerce, Music and Art is divided into three terms.

Enrollment Fees, per Semester, College and Academy.....	\$25.00
To holders of Scholarships, per Semester.....	20.00
College Diplomas	5.00
Academy Diplomas	2.00
Library Fee, per Semester .....	.75

LABORATORY FEES.

Organic Chemistry, per Semester.....	\$7.00
Qualitative Analysis, per Semester.....	7.00
Quantitative Analysis, per Semester.....	7.00
General Chemistry, per Semester	5.00
Elementary Chemistry, per Semester.....	4.00
Biology, per Semester	3.50
General Physics, per Semester	3.00
Elementary Physics, per Semester	3.00
Botany, per Semester	2.50
Surveying, per Semester	1.00

Breakage and Key Deposits of \$3.50 per Semester in Chemistry and \$1.50 per Semester in Physics will be required of all students following these courses. These deposits will be returned at the end of the course in case there is no breakage.

The charge for one study is one-half the tuition and incidental fees; for more than one study full rates are charged.

Scholarships are accepted as tuition in all the literary departments of the College. Orders on scholarships will be honored only if they contain the name of the bearer and the proper signature of the scholarship holder and are presented on entering College.

All College bills must be paid in advance for the semester or term. No deduction will be made for absence for

less than one-half a semester, and then only in cases of protracted illness. The Treasurer's receipt for tuition and incidentals is necessary to secure admission to classes.

Students' bills will be two dollars (\$2.00) higher if they enter two days after the opening of the Semester or term, and three dollars (\$3.00) after the following Monday.

No money will be refunded on Tuition or Incidentals to any student of any department, who, on account of improper conduct or violation of the Rules of the College, may be suspended, dismissed or expelled.

SEMESTER BILLS.

The following is a fair estimate of the necessary expenses for a semester.

Enrollment Fees	\$25.00—\$25.00
Board	40.00— 60.00
Room Rent	15.00— 25.00
Books and Stationery	6.00— 12.00
Washing	5.00— 10.00
	<hr/>
	\$91.00 \$132.00

Personal expenditures depend, of course, very largely upon the habits and home training of the student. It should, however, be remembered that there are other occasions for small expenditures, e. g., lectures, entertainments, society dues, etc., which will justify an additional allowance. Students can deposit their money with the College Treasurer and draw it from time to time in such amounts as may be needed.

FOR NEW STUDENTS.

New students should plan to arrive a day or two in advance of the opening of the term, in order to secure rooms and effect their preparatory arrangements. Upon arriving in this city, they should repair to the Treasurer's office in the College building, where they may obtain necessary information in regard to available rooms and places of boarding, and such other counsel and direction as may be helpful to them. It is generally better to defer making definite arrangements for room and board until the student can personally inspect and then select according to his own taste, or the requirements of his circumstances.

By calling upon the President advice may be obtained in reference to the mode and conditions of entering the College and other matters of personal interest pertaining to College life.

DEPARTMENTS AND COURSES OF STUDY.

North-Western College comprises the following:

- I. College of Arts and Sciences.
- II. Academy.
- III. German Department.
- IV. School of Commerce.
- V. School of Music.
- VI. School of Art.

The College of Arts and Sciences offers three parallel Courses of study covering a period of four years each. They aim at a thorough and liberal education by re-

quired and elective courses in Latin, Greek, German, French, English, Mathematics, Science, History, Philosophy, and other subjects. The three Courses differ from each other in the subjects required as well as in the degrees to which they lead. The course leading to the degree A. B. requires at least five years of ancient languages (including the entrance units); but it is provided that two units of any language is the minimum that will be accepted for graduation. This rule will also apply to the Academy. These courses are outlined on pages 52-55.

The Academy being a preparatory school offers three parallel courses preparatory to the respective courses in the College of Arts and Science. These courses are outlined on pages 57-59.

SPECIAL STUDENTS.

Persons desiring to receive instruction in any particular department of the College, without becoming candidates for degrees, may be admitted as Special Students, provided they prove themselves, upon examination, qualified to pursue with advantage the studies of those departments. In no case will a student be allowed to select studies, which, in the judgment of the Faculty, he cannot profitably pursue. The provisions of special courses are intended to meet the wants of such students as cannot, on account of adverse circumstances, pursue one of the regular courses, but who are desirous of obtaining the broadest culture possible from a partial course.

GRADUATE COURSES.

The college offers opportunities for graduate study in several of its departments of instruction to its own grad-

uates and those of other institutions of equal rank. These courses are altogether elective; hence a graduate student may pursue work in any line for which, in the judgment of the Faculty he is prepared. Many of the courses offered to undergraduates, or recommended for collateral study, but which the student has not yet taken, will be appropriate for graduate study.

ENTRANCE CONDITIONS.

Candidates for admission should be at least fifteen years of age and must furnish evidence of good moral character.

Entrance examinations are held on the day preceding the opening of the academic year. Applicants may be examined and admitted at other times, but are earnestly advised to enter at the beginning of the school year.

Examinations will extend over the studies required in the Preparatory Department of this institution, or their equivalents. Candidates for advanced standing are examined in the branches previously pursued by the class which they propose to enter.

Graduates from High Schools and Academies, whose courses and work have been approved by the Faculty, are admitted without examination in all preparatory subjects fully covered by their diplomas.

Applicants from other Colleges must present certificates of honorable dismissal, and may, upon presentation of satisfactory proof of preparation for the class which they wish to enter, be admitted without examination. Such proofs should consist of certificates, stating explicitly both the quantity and quality of the work there completed.

REQUIREMENTS FOR ADMISSION.

Candidates for admission to the Freshman Class of the several courses are examined in the subjects described below. When text-books are named it is for the purpose of indicating more definitely the quantity and quality of the work required. Real equivalents so far as authors are concerned are always accepted.

The requirements of admission are stated in terms of units.

Five (5) recitation periods a week for one year, with recitations of 45 minutes each, is the *unit* of work for entrance requirements, and four (4) periods a week of one hour each will be accepted as an equivalent. In allied subjects, such as the elementary sciences, which are generally given less than a year's time, units may be obtained by adding the time values of such studies. Fifteen units are required for admission.

The following units are prescribed for all courses:

English	3	units
Mathematics	2½	units
History	2	units
Science	1	unit

The remaining units will vary according to the Course desired. See courses as outlined.

DESCRIPTION OF SUBJECTS REQUIRED FOR ADMISSION.

1. **English.**—Of the three units in English required of all candidates, one should be made up of composition and rhetoric, and the other two of English and American literature.

(a) **Composition and Rhetoric.**—All applicants will be examined in English Composition. This will include a test in correct spelling, capitalization, punctuation, paragraphing and legible handwriting. The student will be required to write an essay on some familiar subject, suggested by the teacher, in which he is expected to give proof of his knowledge of the principles and constructions of language, and his ability to express himself in clear, accurate English.

(b) **English Literature.**—Each applicant is expected to have read carefully certain assigned literary masterpieces, and to have a clear and fresh knowledge of their important contents. The books assigned for the next three years are the following: The Sir Roger de Coverly Papers; Goldsmith's Vicar of Wakefield; Carlyle's Essay on Burns; Scott's Ivanhoe; Lowell's The Vision of Sir Launfal; Tennyson's The Princess; Shakespeare's The Merchant of Venice and Julius Caesar; Coleridge's The Ancient Mariner; George Eliot's Silas Marner.

In addition to this list a certain number of books are prescribed for thorough and specific study. In the case of these, the student will be examined on the subject matter, literary form and the system of thought. The books prescribed for this part of the examination are:

Shakespeare's Macbeth; Milton's L'Allegro, Lycidas, Il Penseroso and Comus; Burke's Speech on Conciliation with America; Macaulay's Essays on Milton and Addison.

In addition to the above the candidate is expected to present a careful study of the history of English and American Literature.

2. **Mathematics.**—Algebra one and one-half units and Geometry one unit.

(a) **Algebra.**—This should include the following subjects; Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations, theory of exponents, and the analysis and solution of problems involved in the treatment of these elements.

(b) **Algebra.**—This course should embrace a careful review of the previous work in this subject, and a thorough study of radicals, simultaneous quadratic equations, ratio and proportion, binomial theorem and logarithms.

(c) **Geometry.**—Plane and Solid. In plane geometry special emphasis is placed upon the ability to use propositions in the solutions of original numerical exercises and supplementary theorems.

In solid geometry special attention should be given to the geometry of the sphere. Applications to the solution of original problems are emphasized.

3. **History.**—No definite course is prescribed in this subject, but the required units may be made up of the following: The History of Greece and Rome, or ancient and Medieval History; the History of England and the History of the United States.

These requirements imply in each case the use of a good standard text-book, and training in the use of works of reference, and some knowledge of historical geography.

4. **Civics.**—The study of this subject should represent such an amount of work as is generally furnished by any good high school text-book. It should include a careful study of the Constitution of the United States, its history and interpretation, and the relations existing between state and federal institutions.

5. **Latin.**—First Year's Work.—Such an acquaintance with the rudiments of the language, inflections and elements of grammar, as are generally found in an introductory Latin book, together with the ability to read easy stories and fables.

Second Year's Work.—Four books of Caesar, or its equivalent, together with composition work based on the text read.

Third Year's Work.—Six orations of Cicero. Ability to write Latin based on the text. The historical references and the fundamental principles of Latin syntax.

Fourth Year's Work.—Six books of Virgil, with implied history and mythology. The study of prosody and the scansion of hexameter verse.

6. **Greek.**—First Year's Work.—The elements of the language as given in any good beginning book, and one book of Xenophon's *Anabasis*, or its equivalent. Familiarity with grammatical forms and principles.

Second Year's Work.—Two additional books of the *Anabasis*, and three of Homer's *Iliad*, or their equivalents, together with an amount of Greek prose composition equal to one exercise per week for one year.

7. **German.**—First Year's Work.—Elementary grammar together with an amount of reading of easy prose, or narrative, of not less than 150 pages.

Second Year's Work.—This should include the study of the syntax of cases, use of the subjunctive and infinitive modes, modal auxiliaries and practical constructions. An additional amount of reading of standard selections equal to about 250 pages. Prose composition.

8. **French.**—First Year's Work.—Effort should be concentrated upon such an elementary course as will give the student a reading knowledge of the language. This should include careful training in correct and easy pronunciation, and some familiarity with the essentials of grammar.

Second Year's Work.—A review of grammar and the introduction of composition. The reading for the year should embrace selections from representative authors, such as furnish a general outline of the character of French literature.

9. **Science.**—(a) **Physiology.**—This subject should embrace instruction in anatomy, histology and physiology of the human body, and the essentials of hygiene. The text-book should be amplified by the use of charts and models.

(b) **Physics.**—The course in Physics should represent an amount of work equal to that given by such a text-book as Laboratory practice should accompany the use of the text-book. The student's Laboratory note-book will be considered as a part of the requirements.

(c) **Chemistry.**—The instruction must include both text-book and laboratory work. A careful record of laboratory experiments should be kept, and must be presented in evidence of actual work accomplished.

(d) **Zoology.**—The work presented in Zoology should extend at least through one semester and consist of a careful study of the structure, habits and life histories of representative animals. Especial attention should be given to the development of accurate observation and ability to draw correctly in laboratory note-books.

(c) Botany.—This course should cover the elements of plant structure and physiology, and the life histories of types from the main groups of plants. The knowledge should be derived to a large extent from a study of the objects and should include the ability to classify and name the more common species. Note-book and herbarium collections should be presented.

COURSES OF STUDY.

Outline of Course for A. B. Degree.

FRESHMAN YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or French.....	4	4
Greek, or German.....	5	5
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

Greek, German, or French.....	4	4
History	3	3
Zoology and Botany	4	4
Political Science, or Language	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Physics, or Language.....	4	4
Psychology and Logic.....	4	4
Chemistry	3	3
Political Economy.....	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

REQUIRED:

Bible	1	1
Ethics	—	4

ELECTIVE:

Astronomy	4	—
Philosophy	4	4
Science and Philosophy of Religion	3	3
Sociology	3	3

	FIRST SEMESTER.	SECOND SEMESTER.
Education	3	3
Constitutional Law	3	—
International Law	—	3
Language	3	3
Psychology	3	—

COURSES OF STUDY.

Outline of Course for B. S. Degree.

FRESHMAN YEAR.

French, or German	5	5
Zoology	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

French	4	4
Botany	4	4
Mathematics or History	3	3
Chemistry	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

Psychology and Logic	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
Physics	4	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

REQUIRED:

	FIRST SEMESTER.	SECOND SEMESTER.
Bible	1	1
Ethics	—	4

ELECTIVE:

Astronomy	4	—
Biology	4	4
Philosophy	4	4
Organic Chemistry	3	3
Science and Philosophy of Religion.....	3	3
Sociology	3	3
Constitutional Law	3	—
International Law	—	3
Education	3	3
Language	3	3
Psychology	3	—

COURSES OF STUDY.

Outline of Course for B. L. Degree.

FRESHMAN YEAR.

German	5	5
French	4	4
Mathematics	4	4
Rhetoric	4	4
Bible	1	1

SOPHOMORE YEAR.

German	4	4
French, or Political Science	4	4
History	3	3
Zoology and Botany	4	4
English	2	2
Bible	1	1

JUNIOR YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Psychology and Logic	4	4
Physies, German, or French	4	4
Chemistry	3	3
Political Economy	4	—
Geology	—	4
English Literature	2	2
Bible	1	1

SENIOR YEAR.

REQUIRED:

Bible	1	1
Ethics	—	4

ELECTIVE:

Language	3	3
Astronomy	4	—
Philosophy	4	4
Science and Philosophy of Religion.....	3	3
Sociology	3	3
Constitutional Law	3	—
International Law	—	3
Education	3	3
Psychology	3	—

ACADEMY.

THOMAS FINKBEINER

Principal.

The main purpose of this school is to prepare students for college. The work has recently been more definitely organized and placed under the special supervision of a principal. The aim is to provide the most favorable conditions for the pursuit of preparatory study. Persons expecting to enter college will generally save time by attending a good preparatory school, as its courses are arranged with special reference to college work. And young men and women of maturer years can frequently by earnest and faithful application complete the requirements for admission in less time than is necessary for younger pupils. The close connection with the college affords peculiar advantages, and renders the transition to the college less abrupt than is the case in coming from a separate preparatory school.

The preparatory courses offered extend through four years each, and cover the usual requirements for admission prescribed by the best American colleges. The successful completion of any one of these courses admits to the corresponding course in college without examination. The Academy is a member of the North Central Association of Colleges and Secondary Schools.

No student in the Academy shall be permitted to take more than four regular studies unless he has made an average grade of eighty-eight per cent.

For the purpose of accommodating such persons as cannot enter the regular preparatory courses, or may be able to attend only a part of the year, classes will be formed in the common branches each term, as follows:

FALL	WINTER	SPRING
English Grammar	English Grammar	English Grammar
Arithmetic	Arithmetic	Arithmetic
Geography	Geography	Geography
Reading and Spelling	Reading and Spelling	Reading and Spelling

ACADEMY COURSES.

 Classical.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin Beginning	5	5
Mathematics, Algebra	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Cæsar	5	5
Mathematics-Algebra		4
Ancient History	4	4
Physiology	4	
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

Latin-Cicero, or Greek	4	4
Physics	4	4
Mathematics-Geometry	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

Latin }	4	4
Greek }		
German }	5	5
Medieval and English History	4	4
English Literature	4	4
Bible	1	1

ACADEMY COURSES.

Scientific.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin, or Greek	5	5
Mathematics, Algebra	5	5
History	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Cæsar, or Greek	5	5
Mathematics-Algebra		4
Physiology	4	
Zoology and Botany	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, French, or Latin	5	5
Mathematics-Geometry	4	4
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German, or French	5	5
Chemistry	4	4
History	4	4
English Literature	4	4
Bible	1	1

ACADEMY COURSES.

Modern Languages.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin	5	5
Mathematics	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Cæsar	5	5
Mathematics-Algebra	—	4
Physiology	4	
Ancient History	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, or Latin	5	5
Mathematics-Geometry	5	5
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German	4	4
French	5	5
Medieval and English History	4	4
English Literature	4	4
Bible	1	1

GERMAN COURSE.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
German Grammar	5	5
American History and Civics	4	4
Mathematics, Algebra.....	5	5
First Year English	4	4
Bible	1	1

SECOND YEAR.

German Grammar and Authors	5	5
Mathematics-Algebra	2	2
Ancient History	4	4
Physiology	2	2
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German Rhetoric	4	4
Physics	4	4
Geometry or Greek	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German Literature	4	4
History of Germany and Philology	4	4
Psychology and Logic, or Zoology and Botany..	4	4
Chemistry	4	4
Bible	1	1

DEPARTMENTS OF INSTRUCTION.

Psychology, Philosophy and Education.

Psychology.—This course undertakes a thorough and scientific study of the functions and phenomena of consciousness, as known through introspection and experimental investigation. It includes a careful study of the structure and functions of the nervous system, and aims to give the student a systematic acquaintance with the powers of the mind, their limitation and order of development. The psychological basis of ethics and theism is carefully pointed out and the bearing of this subject on the problems of education is duly noted. Lectures on special phases of mental life supplement the use of text-books. First Semester.

Baldwin's Handbook of Psychology; Ladd's Psychology, Descriptive and Explanatory; Stout's Analytical Psychology, Sully's The Human Mind and Angell's Psychology are the text-books.

Experimental Psychology.—The course in general Psychology is followed up by a course in experimental psychology in which the generally accepted conclusions of psychology are subjected to a careful experimental test. The purpose of the course is two-fold, on the one hand, to familiarize the student with laboratory methods as used in the study of psychology and, on the other, to train him in making introspection.

The experiments are based upon Seashore's Elementary Experiments in Psychology, Meyer's and Titchener's Experimental Psychologies.

Abnormal Psychology.—This subject is principally taught by lectures, and aims to present an outline study

of abnormal states of consciousness. It offers an exposition of the physical and mental conditions of such phenomena as dreams, somnambulism, hypnotism, illusion, hallucinations, spiritualism and kindred forms of mental pathology. The course is designed to supplement the work in general and advanced psychology, and to suggest to the student a method for the investigation and interpretations of these mysterious phenomena.

Child Psychology.—A course will be offered in Child Psychology for the special purpose of discovering the true nature of the child, its instincts, its ideals as well as its particular needs. The work aims to trace the development of the child out of the original instincts into a rational personality. It is especially adapted to teachers, and ministers of the gospel, and will be offered as a course in education. This course is offered in 1913.

The Psychology of Adolescence.—This course investigates the period of life when the ideals suddenly enlarge, when the youth becomes unsettled in his beliefs, and all life takes on different aspects. It aims to study the forces at work upon unfolding consciousness and to master the best methods for directing them so that the youth may be established in safe principles of life. This course presupposes a course in general psychology. President Hall's "Youth" is the principal text-book. This course is offered in 1913.

Logic.—The aim of this course is to give the student a thorough knowledge of the principles of deductive and inductive reasoning. In Deductive Logic attention is chiefly directed to the study of the forms of thought, the analysis of the syllogism, the detection of fallacies, and the estimation of evidence. In Inductive Logic the prob-

lem, grounds and principles of the various forms of induction are discussed, and care is taken to familiarize the student with the methods of scientific investigation and discovery. Second Semester.

Hibben's Deductive and Inductive Logic, Hyslop's Elements of Logic, Aikin's Principles of Logic, Davis' Elements of Deductive and Inductive Logic are used as text-books.

ETHICS AND PHILOSOPHY.

Introduction to Philosophy.—This course furnishes a general outline of the scope, divisions and aims of Philosophy. It is designed to introduce the student to the methods and problems of Philosophical study, and to guide him in forming habits of close analysis and original synthesis in dealing with the problems of human thought. First Semester of the Senior year.

Fullerton's, Stuckenbergs and Paulsen's Introduction to Philosophy are used as text-books on this subject.

History of Philosophy.—The student of this subject begins with a brief survey of the development of philosophical thought in Greece. Special emphasis is laid upon Plato and Aristotle as illustrating the most important and interesting phases of ancient philosophy. In modern philosophy attention is principally paid to the systems of Kant, Fichte and Hegel. The course aims to acquaint the student with the progress of human thought, but also exhibits the relations of philosophical doctrines to practical life, both personal and social. First Semester of the Senior year.

The text-books used are: Roger's History of Philosophy. Fairbank's First Philosophers of Greece, Zeller's

Handbook of Greek Philosophy, Royce's Spirit of Modern Philosophy, Windelband's History of Philosophy, Calkin's Persistent Problems of Philosophy and Hoeffding's Brief History of Modern Philosophy.

Epistemology.—This course aims to inquire into the nature and conditions of formal truth in connection with the study of advanced logic. It investigates the equipment of the mind for logical operations, and their validity for the knowledge of reality. Thought is regarded as an organic activity which unfolds from within. The history of thought is traced, and the views of the more important thinkers are critically examined for the purpose of developing a constructive doctrine of thought and knowledge. Second Semester of the Senior year.

The text-books are: Bowne's Theory of Thought and Knowledge, Ormund's Foundation of Knowledge and Ladd's Philosophy of Knowledge and Pillsbury's Psychology of Reasoning and Boodin's Truth and Reality.

Metaphysics.—In addition to the study of Philosophy as connected with the other branches of this department, one term is devoted Metaphysics. This course embraces Ontology, Cosmology and Psychology. The aim is to deepen the interest in the profounder themes of philosophy, and to vindicate a theistic and Christian Philosophy from the misconceptions to which it is constantly exposed. The more important philosophical questions now at issue among speculators receive due consideration, and the results of recent critical discussions, together with comments, are interspersed with daily recitations. Second Semester of the Senior year.

Bowne's Metaphysics, Ladd's Philosophy of Mind. Lotze's System of Philosophy, Ladd's Theory of Reality,

Fullerton's *The World We Live In* and Snowden's *The World a Spiritual System*, are the text-books.

Ethics.—This subject is treated as intimately connected with the study of psychology and philosophy, since its foundations lie in the human soul. The various types of the ethical theory in ancient and modern philosophy are critically examined and the metaphysical implications carefully considered. While keeping to the philosophical basis, the aim is throughout to make the instruction practical by showing the application of ethical problems to the diversified relations of the concrete duties of life. Second Semester of the Senior year.

The text-books on this subject are: Fete's *Introductory Ethics*, Seth's *Ethical Principles*, Bowne's *Theory of Ethics*, Paulsen's *System of Ethics* and Dewey and Tuft's *Ethics*.

Readings will be assigned from the modern philosophical writers for the purpose of understanding the different positions taken in the more recent history of thought, such as Rationalism and Empiricism, Monism and Pluralism, Absolutism and Pragmatism.

EDUCATION.

The purpose of this department is to acquaint the student with the history of educational efforts and progress; to establish him in the psychological and philosophical foundations of education, and to prepare him for the work of rational instruction. The course extends through an entire year, and presupposes a thorough acquaintance with history and general psychology.

History of Education.—The work begins with a historical survey of educational theories and practice from

the time of the ancient Greeks to the present. The early Christian Schools, the significance of Scholasticism, the Renaissance and the Reformation are carefully studied. Attention is, however, chiefly directed to the most important problems, suggested by the labors of educational leaders and reformers; and their contributions to the science of education. First Semester.

Seeley's History of Education, Kemp's History of Pedagogy, Monroe's History of Education, and Boone's Education in the United States are used as text-books.

Philosophy of Education.—The aim of this course is to inquire into the facts of education and their implications. Education in its broadest sense is regarded as a world-process which is intimately related to the history of civilization. But it has also a temporal aspect, under which the mind unfolds and reveals its inner nature. The problems of genetic psychology receive careful attention; and the fact that education is a process of self-realization through self-activity is constantly emphasized.

The text-books used are: Horne's Philosophy of Education, Rozenkranz's Philosophy of Education, Kant's Educational Theory, Henderson's Principles of Education and Bagley's The Educative Process.

Science and Art of Teaching.—This subject is an application of the principles of education to the art of teaching. Psychological facts are considered as the basis; and the laws of mental development are regarded as illustrating the most favorable conditions of intellectual growth. The actual needs of the teacher are constantly kept in view. The application of general principles to the method of teaching special branches, particularly those of the

high school curriculum, serves to make this course entirely practical.

Horne's Psychological Principles of Education, Bagley's Educative Process, Compayre's Lectures on Teaching, Putman's Manual of Pedagogics and McMurray's Method of Recitation are used as text-books.

School Management.—School supervision and management is the particular branch pursued during the third term. It includes a study and discussion of the essential elements of a good school; the hygienic conditions of the schoolroom, and the various problems that arise in the organization of the work, and the government of the school. It is intended to meet the requirements of teachers for schools of different grades. A course of experimental education will be offered in connection with this course.

Arnold's School and Class Management, Bagley's Class-room Management, Dutton's School Management, Seeley's New School Management and Roark's Economy in Education, Thorndike's Principles of Teaching and Strayer's The Learning Process are the text-books.

BIBLICAL LITERATURE.

The Bible.—The study of the Bible extends through the entire College and Academy courses, classes meeting once a week. The course is systematic and progressive, and aims to acquaint the student with the historical facts of the Old and New Testament Scriptures, and the truth and principles of Christianity as taught by Christ and his apostles. The relation of the Bible to general history is carefully pointed out, and its influence upon the world, as a supernatural revelation is duly recognized. While no attempt is made to teach a dogmatic system of

belief, attention is constantly directed to the profound significance of this study for religious culture and the development of the best type of character.

Christian Evidences.—This subject deals with the fundamental facts of Christianity and the various arguments in proof of its claims. This course embraces the study of the nature and aim of Christianity, the miracle, the person of Christ, the authenticity, the genuineness and credibility of the Gospels, the testimony of the apostolic and patristic ages, and the effects of Christianity on human life and character. The method pursued is both historic and philosophical, and aims to bring to the mind of the student the Christian system as in harmony with nature and the dictates of reason, and as having the highest claims upon human acceptance. Second Semester of the Senior year.

Fisher's *Grounds of Theistic and Christian Belief*, Robinson's *Christian Evidences* and Harris' *Self-Revelation of God* are used as text-books.

Natural Theology.—This subject treats of the existence and character of God, as these may be known from reason and nature. It assumes that nature bears the impress of the Creator, and that this is discoverable by reason. The results of scientific investigation and discovery are recognized and utilized so far as they bear on the subject. The insufficiency of the teaching of nature in regard to moral and religious truth is pointed out, and the mind directed to an appreciation of the divine revelation furnished by the word of God. First Semester of the Senior year.

Valentine's *Natural Theology*, Flint's *Theism*, Peabody's *Christianity and Science*, Fisher's *Manual of Nat-*

ural Theology and Kirn's Religion a Rational Demand are the text-books.

Philosophy of Religion.—This course is designed to investigate as thoroughly as possible the rational grounds of religious faith and life. The foundations and the logical value of the theistic argument are critically examined, and the relation of theism to Christianity is carefully pointed out. The principal anti-theistic theories are noted, and emphasis is laid upon the fact that the theistic conception meets and harmonizes the demands of the free intelligent spirit and constitutes the solution of the universal problem. Second Semester of the Senior year.

The text-books used are: Bowne's Theism, Cairds' Philosophy of Religion, Harris' Philosophical Basis of Theism, Fraser's Philosophy of Theism, Schultz's Outline of Christian Apologetics, Flint's Agnosticism and Leuba's Psychological Study of Religion.

HISTORY.

The aims of this department are: (1) to present a clear and comprehensive view of "the course of human events" from the dawn of civilization to the present time; (2) to chart the main features in the pilgrimage of those Western Peoples from whom we derive our own civilization; (3) upon this foundation, to construct the framework of our own national history; (4) to awaken the historical imagination of the student and to develop in him a keen sense of cause and effect in the affairs of human life; (5) to furnish the necessary historical background for the profitable study of literature and the social sciences.

The text-book and library methods are supplemented by the lecture method with such use of source material as is consistent with the above aims. Analytical outlines, chronological charts and sketch maps are also required.

ACADEMY.

American History and Civics.—Four hours, first and second Semester, first year. The study of history should begin with the present and the familiar, then proceed to the remote and the past. Only so can it be made to yield the most fruitful results for the beginner. This course, therefore, furnishes the natural starting point for the American student, explaining as it does the institutions with which he is already familiar.

Ancient History.—Four hours, first Semester, second year. This course traces the rise and decline of Oriental Civilizations, and the history of Greece and Rome up to the height of Roman power and civilization.

Mediaeval History of Europe.—Four hours, second Semester, second year. Traces the decline of Roman power, and the foundation of modern European states on the ruins of fallen Rome up through the Renaissance and the period of the Rise of Cities.

Europe in Modern Times.—Four hours, first Semester, fourth year. This course is to serve as an introductory study of the conditions which have given rise to the European States of today. It covers the periods of Reformation, Absolute Monarchy, and Political Revolutions, which have resulted in modern representative government.

History of England.—Four hours, second Semester, fourth year. Traces the Anglo-Saxon Invasion of Roman Britain; the rise of the English nation; the Norman Conquest; the development of the English constitutional State; the colonial expansion of England; the long struggle for civil and religious liberty; formation of the British Empire.

COLLEGE.

Political History of Modern Europe.—Three hours, first Semester, Sophomore year. Traces the development of European Civilization since the opening of the sixteenth century. Extensive outlines on regularly assigned outside reading are required weekly. Students are encouraged as far as practicable to refer to source materials in their outside reading.

Political History of the United States.—Three hours, second Semester, Sophomore year. The object of this course is to trace closely the growth of modern political ideas in our own country and to thoroughly investigate the conditions which have given rise to present day problems and present relations with foreign powers. The regular recitation work is supplemented with frequent lectures and class reports on outside reading. One thesis on some particular phase of the subject is required. This course is given in alternate years. Will be offered in 1913-14.

Industrial History of the United States.—Three hours, second Semester, Sophomore year. This course is intended to show the growth and organization of industry and finance during the period of our wonderful material development, and to afford a basis for a scientific study

of practical economic problems. Extensive research on specially assigned subjects is required. This course is given in alternate years. Will be offered in 1914-15.

English History.—English History will be offered in the place of Industrial History of the United States whenever a sufficient number of applicants for second Semester work express a desire to take the subject. This course traces the growth of English political ideas and constitutional liberty since the time of the Norman Conquest. Extensive outside reading and one long thesis, required.

THE SOCIAL SCIENCES.

ECONOMICS, POLITICS AND SOCIOLOGY.

The aim of the department will be to give the student a general knowledge of the Principles, the Literature, and the Practical Applications of the distinctive Social Sciences. The ideal of education as training for social efficiency is kept steadily in view and it is purposed to make the department, so far as possible, a School of Citizenship and Applied Christianity.

The thorough mastery of an outline text-book, supplemented by further study of special topics by the lecture, the library, and the laboratory methods, is the program prescribed for all classes in the department. The presence of students from all sections of North America adds greatly to the interest of the classroom discussions in these subjects.

I. **The Elements of Political Science.**—Four hours, first Semester, Sophomore year. An examination of the

nature of the State including the ideas of Sovereignty and Civil Liberty; the structure and functions of Government in general; and some account of national politics and international diplomacy.

II. American Government and Politics, Municipal, State and National.—Four hours, second Semester, Sophomore year. A detailed study of the American Political System in its principles and practical operation. The rights and duties (with special emphasis upon the duties) of Citizenship in a Republic; the ideal of Efficient Democracy as the goal of political development; and current questions in Practical Politics, are included in this subject.

III. Introduction to the Study of Society.—Three hours, first Semester, Senior year. A concrete study of the origin, growth, structure and functions of the local society or community, as a basis of abstract scientific thinking about familiar social facts, as an inductive method of approach to the special social sciences, and as a means of emphasizing their essential unity in an integral social process.

IV. Outlines of General Sociology.—Three hours, second Semester, Senior year. Traces the development of Sociological Theory, including the Structural and Functional Types of Descriptive Analysis of Society; the Psychological and Teleological Interpretation of Social Phenomena; the relation of Sociological Method to Social Reform; and attempts to formulate for solution in the light of the foregoing survey, the practical problems of modern society.

V. The Principles of Economics.—Four hours, first Semester, Junior year. A study of what constitutes Value

and how it is produced, maintained, increased or diminished in accordance with the natural laws of Business Enterprise and of human capacity for enjoyment. The immutable conditions of material welfare; the artificial restraints and obstacles interposed; the ideals of Democracy in Industry and Social Justice in economic legislation; and the true economy of all industrial resources, including that of human life, are the principal topics covered.

VI. Constitutional Law.—Three hours, first Semester, Senior year. A comparative study of the constitutions of the four leading countries of the world. Includes a close, logical analysis of the forms of government; the construction and operation of the several parts of the constitution; together with an exposition of the principles and tendencies of each. An excellent discipline in political reasoning.

VII. International Law.—Three hours, second Semester, Senior year. This subject comprises an historical and critical study of the international relations of sovereign states, and a discussion of the principal rights and obligations which civilized nations have come to observe in their relations and intercourse with one another. It is of the utmost importance to those who are to participate, directly or indirectly, in moulding public sentiment or shaping the policy of our government, towards other nations.

VIII. Problems in Banking and Currency.—Three hours, second Semester, Senior year. History of banking and currency in the United States. Present conditions of banking and currency compared with those of England, Germany and France. Defects in our system and theories of reform. This course will alternate with International

Law. It presupposes the course in the Principles of Economics.

Labor Problems.—History of the labor movement in America. Wages, hours, woman and child labor, labor organizations, profit sharing, labor laws, and the relation of capital and socialism. To be offered with the above.

GERMAN LANGUAGE AND LITERATURE.

The aim of this department is to meet the wants not only of such students as are of German parentage and are able to read and speak the language when they enter, but also of such to whom the German is a foreign tongue.

Students who have a reading and speaking knowledge when they enter are advised to pursue the following:

German Grammar.—The aim is to give the student a knowledge of the essential facts of Grammar and to teach him to apply these in writing and speaking. Short themes written in German are required every two weeks. Text, Lyon's *Handbuch der deutschen Sprache*. Five hours throughout the year.

Second Year German.—During the year the Grammar is thoroughly reviewed. Translation into German. Composition and conversation based on Kron's *German Daily Life*, and the reading and reproduction of a number of Schiller's Ballads and *Wilhelm Tell*. Conducted in German. Five hours throughout the year.

German Rhetoric.—A correct use of the German language and a knowledge of its higher rhetorical beauty are the aim of this year's work. Constant practice in the various kinds of composition is required. As models of style classic prose, orations, and choice poetry are critic-

ally read in class. Text, Calmberg's *Kunst der Rede*, supplemented by lectures. Omitted in 1913-14.

History of German Literature.—A systematic study of German literature from the earliest times, supplemented by the study of versification and of the different kinds of poetry and prose. Much of the choicest lyric poetry and such masterpieces as *Nibelungenlied*, Wieland's *Oberon*, Lessing's *Nathan der Weise*, Goethe's *Iphigenie auf Tauris*, and Schiller's *Wallenstein* and others are read. Four hours throughout the year.

Students who satisfactorily complete these studies together with those outlined for the German course on page 60 are entitled to graduation from this Course.

Students who have no knowledge of German when they enter and desire to pursue this language are advised to take the following courses in which German is used as much as possible in the class-room.

Beginning German Grammar and easy reading with composition based upon the text read. Five hours throughout the year.

Second Year German Drill upon the elements of German Grammar continued. Syntax. Reading of easy narrative prose. Constant practice in paraphrasing and in translating into German sentences based upon the text. Five hours throughout the year.

Third Year German Modern and classical prose and verse are read. Composition and Grammar review. Writing of short themes in German. The attention of the student is constantly called to English and German words of cognate origin. Four hours throughout the year.

Lessing.—Introductory Study of his life, and selection from his works. "Emilia Galotti," "Nathan der Weise,"

and prose selections. Four hours. First Semester. Given in 1913-14 and in alternate years.

Schiller.—Introductory study of his life, reading of "Wallenstein" and "Braut von Messina." Four hours. Second Semester. Omitted in 1913-14.

Modern German Dramatists.—Selected dramas of Grillparzer, Hebbel, Ludwig and Hauptmann, with supplementary biographical reading. A rapid reading course. Four hours. Second Semester. Given in 1913-14.

Goethe's Life and Works.—The Life of Goethe. Reading of "Dichtung und Wahrheit," "Goetz," "Die Leiden des jungen Werther," "Egmont," "Iphigenie auf Tauris," Lyrics and Part I. of Faust. Omitted in 1913-14.

Goethe's Faust.—The Faust legend and early Faust books and plays, reading of Parts I. and II. Open only to Juniors and Seniors. Two hours throughout the year. Omitted in 1913-14.

Historical Survey of German.—The course aims to give the historic development of the language with special reference to modern German Grammar. Two hours. First Semester. Given in 1913-14.

Middle High German.—Introductory Course. Study of either the "Nibelungenlied," "Kundrun" or "Der arme Heinrich." Two hours second Semester. Given in 1913-14. The last two courses are especially recommended to students who desire to teach German, and are open only to Juniors and Seniors.

FRENCH LANGUAGE AND LITERATURE.

The course in French extends through four years and aims to give the student such practical knowledge of the

language as will enable him to appreciate its literature and prepare him for broader fields of study.

First Year French.—Grammar, with practice in writing and speaking. During the first Semester stress is laid on the syntax and pronunciation, while during the second Semester the attention is directed chiefly to conversation, translation, and reading in French without translation. Four hours.

Second Year French.—Introduction to French Literature. Selected readings from French classical and modern writers. A short History of French Literature will be used and collateral reading of French History will be required. Informal lectures and reports of authors read. Four hours.

French Fiction and Drama.—The first Semester will be devoted to the study of French fiction; the second Semester to the study of French drama. Informal lectures and reports of authors read. Four hours. Not given 1913-14.

French Prose and Poetry.—The first Semester will be devoted to French prose **not fiction**; the second Semester to French poetry. Four hours. Given 1913-14.

LATIN LANGUAGE AND LITERATURE.

The chief aim of the Department of Latin is to afford an intimate acquaintance with the best in the Latin language and literature. After a solid foundation has been laid in the working principles of the language, the student is introduced to the great masterpieces of the literature. The courses are carefully graded with reference to relative difficulty of translation and grammatical structure. The cultural value of the subjects taught and the needs of prospective teachers are kept constantly in mind.

The advanced elective courses are planned especially for such as may desire to teach Latin.

The Roman method of pronunciation is used and considerable attention is given to the etymology of English words taken from the Latin. Attention is called to the sequence of the following courses, and the student who wishes to specialize in Latin for the purpose of teaching is earnestly advised to pursue as many of the elective courses as possible.

Essentials of Latin.—Effort is made to acquire a good working vocabulary as well as a knowledge of the easier constructions. Text, Pearson. Five hours per week throughout the year.

Caesar.—Selections from the Gallic and Civil Wars of Caesar are read and writing of Latin based upon the text, equivalent to one hour per week is done. The student is expected to acquire such historical and geographical information as is suggested by the text. Written exercises are required from time to time. Text, Mather. Five hours per week through the year.

Cicero.—Six orations of Cicero and some of the letters are read. Additional writing of Latin is required. Text, Kelsey. Four hours per week throughout the year.

Virgil.—"Aeneid," the first six books entire, or substitution of Ovid for the fifth book. Attention is given to poetical translation, as well as to the reading of poetry. Four hours per week throughout the year.

Livy, Horace and Tacitus.—(a) Portions of Livy relating to some of the most important epochs of Roman History, with special attention to word-order as indicating emphasis and meaning, are read.

(a) Horace and selections from the four books of Odes as well as from the Epodes and Satires with special study of the few principal meters and memorizing of select passages.

(c) Tacitus—"Agricola" and "Germania." For these, Cicero—"De Senectute" or selections from "Letters" may be substituted.

(The foregoing are a pre-requisite to this.)

Teachers' Training Course.—Difficult grammatical problems solved. Selections from the several Roman authors read with a minute examination of their structural and literary merits. Given in alternate years. Two hours per week through the year.

Advanced Roman History.—College credit. Open to all college students who have a reading knowledge of Latin. Will be given in alternate years. Two hours per week throughout the year.

Advanced Work.—**Plautus**—"Captivi" or "Trinummus;" **Terence**—"Andria" or "Adephoe;" **Cicero**—"Tusculan Disputations," book I; **Horace**—"Epistulae."

GREEK LANGUAGE AND LITERATURE.

The department of Greek has been reorganized with the purpose of introducing the student as quickly as possible into the heart and genius of the Greek people. Due cognizance is taken of the very large influence exerted by the Greeks upon modern culture and the student from the very first is encouraged to project himself mentally into the period which he is studying. He is disabused of the notion that the Greek language is for him a dead language. Rather he is trained to think of it as the medium of expression of a people whose culture still dominates

the intellectuality of the world. The beauty and force of the Greek language and thought are kept constantly in the foreground. Words are studied in root groups, thus enabling the student to build up a strong vocabulary of use not only in the reading of the Greek but also in the appreciation of English derivatives. A somewhat wider variety of courses is presented to which those are eligible who have had at least two years of Greek. Particular attention is called to those courses which are open to students of college grade who have not a reading knowledge of the Greek and yet desire to acquaint themselves somewhat with the fertile field of Greek history and literature.

Course I.—White. Four hours per week. A course for beginners. Mastery of the simpler constructions. A strong vocabulary mostly selected from Xenophon is required. Words are studied by root-groups. Selections adapted from the text of the Anabasis are read in class. Simple prose sentences are rendered both in Greek and in English. This course aims to prepare the student to read the text of the Anabasis rapidly in second year.

Course II.—Goodwin. Anabasis. Four hours per week. Four to six books are read in the light of geography and archeology bearing on the Anabasis. Additional work in prose composition is done.

Course III.—Smith and Laird. Herodotus. Dyer and Seymour. Plato. Selections from Book VII of Herodotus and the Apology and Crito of Plato. Four hours per week. Course open only to those who have previously read the Anabasis. The course in Herodotus is offered as the most satisfactory transition from the historical nar-

rative of Xenophon. This is followed by a close analytical study of the selections from Plato, particularly with a view to an understanding of the Socratic methods and the acquirement of a philosophic vocabulary.

Course IV.—Demosthenes, De Corona. Sophocles, Antigone or such others of the Greek tragedies as the class may elect. The oration of Demosthenes will be studied analytically. The course in the drama will undertake to make the student familiar with the evolution of the Greek play as well as with the dramatic power of the great tragedians. Four hours per week.

Course V.—Greek History. Two hours per week. College credit. Open to all students of college grade whether possessing a reading knowledge of the Greek or not, but the course is especially recommended to those who are pursuing the study of the Greek classics. Offered in 1913-14.

Course VI.—Greek Literature. Two hours per week. College credit. An English course. No reading knowledge of the Greek required. Open to students of college grade. The course aims to give the student an appreciation of the rise and growth of Greek literature without the necessity of reading selections in the original. Wright's History of Greek Literature is used. Offered in 1914-15.

Course VII.—Greek Poetry. Selected books of the Iliad and Odyssey as well as selections from the later poets. Open to students who have read Course II. This course may be made to alternate with course III. or if time permits it may be offered as a shorter course during 1913-14.

ENGLISH.

Academy.

The study of literature constitutes an important part of a liberal education. It introduces the student to the companionship of great and noble minds, and aims to give him a clear conception of the beauty and force of the great masterpieces that give dignity to language. The appreciative contact with the noblest works of the best writers cannot fail to have an inspiring and refining influence upon the thought of the student, and to contribute to the acquisition of a natural and effective use of language in speaking and writing.

First Year English.—After a thorough study of Grammar, this course supplies a long-felt need, in preparing the way for Rhetoric. Its aim is to make clear the relations of words, phrases and clauses in the sentence already formed, and help the student shape his own thought into vigorous, well knit idiomatic English. This subject also shows the historical connections between present usage and earlier construction. Its plan is to correlate English syntax with that of other languages, which the first year student is beginning. In composition the exercises are analytic and constructive, thus leading to a clearer apprehension of the interdependence of syntax and composition, and a fuller survey of the subject as a whole in its essential unity.

Scott and Denney's Elementary English Composition is used as text, classes meeting four times a week.

Elementary Rhetoric.—One year is devoted to the study of Elementary Rhetoric, classes meeting four times a week. The course embraces a careful study of the

principles and rules of punctuation with their application; instruction in the choice of words, the elements of style, figures of speech, structure of sentences and forming of paragraphs. The work is made as practical as possible by requiring written exercises in addition to the study of the text-book. The aim of these exercises is to emphasize the points presented in the text, more especially to provide for frequent drills in oral composition. This course is introductory to Freshman Rhetoric.

Scott and Denney's *Composition and Literature* is used as text-book.

American Literature.—This course takes up the history of American Literature, the product of a part of the English people under new geographical and political conditions. It is essential, therefore, that the student be thoroughly acquainted with both English and American political, social and literary history. He must know what the environments of our literature are; and what are the relations between cause and effect, between the Saxon mind in England and the Saxon mind in America.

One year is devoted to this subject and comes in the Academy course, third year. In connection with a text-book, many standard productions, both poetry and prose, are critically analyzed in class. Besides this, the student is required to pursue a course of reading and prepare written exercises such as reproductions, critiques and reviews of several standard prose works. These exercises are carefully criticised by the teacher and some are read and discussed before the class.

Newcomer's text-book is used, besides a number of classics and other noted works of reference. Classes meet four times a week.

Elementary English Literature.—This course includes a thorough study of the logical development of English Literature and a brief survey of the general character of its different periods. Special attention is paid to representative authors. A text-book serves as a guide in the study, but this is supplemented by copious selections from English masterpieces. This course is governed by "College Entrance Requirements in English." In the study of these masterpieces the student becomes acquainted with the style of different authors. Besides closely and critically analyzing a number of the standard works, collateral reading is required, and written exercises, biographical and critical, upon these authors, are read and discussed in class. The course extends through one year in the Academy, classes meeting four times a week.

The Making of English Literature by Crawshaw is the text used. English classics and other standard works of reference, such as Pancoast's History, are freely used.

ENGLISH.

College.

Freshman Rhetoric.—It is the aim of this course to set forth clearly and forcibly the essential working principles that underlie all effective writing and speaking. Rhetorical theory is supplemented by an abundance of practical illustration, theme-writing, class discussion and individual criticism. Special attention is given to the four forms of discourse, Description, Narration, Exposition and Persuasion. Lectures, Text-books and individual conferences. Two texts are used: Baldwin's "Composition, Oral and Written" and Genung's "The Work-

ing Principles of Rhetoric;" the former as the basis of class-room discussion, the latter for reference.

Freshmen, First Semester; four hours a week.

Freshman Rhetoric.—In this course the study of rhetorical theory is continued and the principles which govern the construction of the sentence, the paragraph, and the composition as a whole are further illustrated and applied. A careful study is made of the thirty-eight honor orations edited by Professor Trueblood, Caskey and Gordon for the Northern Oratorical League. Two orations are required from the young men; and one oration and a declamation from the young women. The second half of the Semester is devoted to the study of Argumentation and Debate. Some practice is afforded in analysis, brief-drawing and oral presentation. Texts: "Winning Speeches," Trueblood, Caskey and Gordon; and, "Practical Argumentation," Pattee.

Freshmen, Second Semester; four hours a week.

The Short Story.—Here the student makes a complete study and application of the principles of narration, one of the four forms of discourse found in course I. A prescribed list of short stories is read out of class and reported upon, typical stories are read and discussed in class, and much original work is required of each student. Lectures and Individual conferences. Texts: "Writing the Short-Story," Esenwein; "The Odd Number," Maupassant; Collections of Short Stories by Poe. Bret Harte, Wilkie Collins, Besant, O. Henry, Balzac and Turgeneff.

Sophomore, First Semester; two hours a week.

Literary Criticism.—This course is designed to give definiteness and delight to literary study, and to guide

the student of Literature in making critical estimates. The purpose of the work is to present, not the vast body of critical theory but only those methods and principles which appear to be the most useful to the student in cultivating an intelligent appreciation of literature. Interesting material for intensive study and class-room discussions, in addition to the text-book, is provided by a series of Ten Critical Essays written by Hazlitt, Carlyle, Macaulay, Thackeray, Newman, Bagehot, Pater, Stephen, Morley and Arnold. Texts: "Nineteenth Century English Prose," Dickinson and Roe, "Principles of Literary Criticism," Winchester.

Sophomore, Second Semester; two hours a week.

English Poetry.—The purpose of this course is to introduce the student to the technique, and the aesthetic character of English verse, and to show the true nature of poetry as an art and as a social force. The study is not made too theoretical or technical, but is concerned with those things which every educated person should know of the structure of English verse and its subject matter. This course must precede all courses in poetry. Texts: "A Study of Versification," Matthews. — Three of the following volumes are to furnish illustrative material: "Choice English Lyrics," Baldwin, "Old English Ballads," Gummere, "The Book of Elegies," Baldwin, and "Lyrical Poems," Johnson.

Juniors, First Semester; two hours a week.

The Novel.—This course is concerned, not with the origin and development of the novel, nor with the contemporaneous fiction, but with the "body of doctrine" governing the Art of fiction. A study is made of purpose in fiction, of plot and plot development, of charac-

ter, characterization and dialogue, of setting, of denouement, and of the relation which the novel bears to other forms of literature and to the life of man. The aim of the work is to lead the student to an appreciative reading of worthy fiction. Lectures, and specimen analyses of model novels are given by the instructor, and a carefully worked out analysis of at least one standard novel is required of each student. Text: "The Technique of the Novel" by Horn. Novels to be announced.

Juniors, First Semester; two hours a week.

Shakespearean Drama.—The technique of the drama is given in lectures. The following plays are studied: Love's Labour's Lost, Richard III., Romeo and Juliet, As You Like It, Othello, King Lear, Antony and Cleopatra, Coriolanus, The Tempest. Papers on assigned topics are read and discussed in class. Given every year.

Juniors and Seniors, Second Semester, two hours a week.

History and Criticism of Nineteenth Century Poetry.—This course is designed to acquaint the student with the history of English Poetry from Wordsworth to Tennyson. Special attention is given to the best work of the leading poets of the period. Texts: Saintsbury's "History of Nineteenth Century Literature"; and Ward's "The English Poets," Volume IV. Given in First Semester 1914-1915. Offered to Juniors and Seniors.

American Literary Criticism.—It is the purpose of this course to trace the development of literary criticism in America. The material studied consists of several typical essays in Criticism by twelve American authors. Text: "American Literary Criticism," Payne. Offered to Seniors 1913-1914.

American Poets.—The work consists of interpretative reading of several poems, rapid reading of others, assignments and reports. The poets studied are: Bryant, Poe, Longfellow, Whittier, Holmes, Lowell, Whitman and Lanier. Text: "The Chief American Poets," Page. Offered to Seniors 1913-1914.

Four (Minor) Victorian Poets.—This course combines the study of the lives and the poetry of Clough, Arnold, Rossetti and Morris in their relation to modern life. Text: "Four Victorian Poets," Brooke.

Open to Seniors in 1913-1914. First Semester.

Chief Victorian Poets: Browning and Tennyson.—A study of the mission of these poets, their choice of subjects, their religion, optimism and philosophy. Reading, interpretation, lectures, assignments and reports. Texts: "Introduction to the Poetry of Robert Browning," Alexander, "Poems of Browning and Tennyson" in "The Oxford Poets," edition. Open to Senior 1913-1914. Second Semester.

PUBLIC SPEAKING.

This department is designed to teach Oratory as an Art based upon the laws of nature. The aim is to develop the entire man, to cultivate harmoniously the body, mind and soul, and to enable him to use the full measure of his powers before an audience.

Every great speaker possesses an individuality distinct from that of any other speaker. The individuality of the student is therefore of great importance. He is trained not by fashioning him after a certain model, or by making him a slave to arbitrary rules, but by quickening and developing all the intellectual faculties, culti-

vating the imagination, deepening and guiding the emotions, freeing and disciplining all his powers of expression and then leaving him unhampered with his own temperament. The student is not to be an imitator of his teacher. The aim is to develop "artists, not apes; personality, not actors."

Courses of Instruction.

In addition to the following courses of study, private work in the various branches of the Art of Expression is offered.

Public Speaking.—Here at the outset, the mental requirements for speaking are emphasized. The basis of effective speaking is shown to be clear and orderly thinking. Thought-expression precedes all considerations of technique. This study furnishes a basis for subsequent work in formal oratory, debate and extempore speaking. Given every year.

Text: "Public Speaking"—Shurter. Lectures.

Principles of Elocution.—Now the work is at once more technical and more practical. It is more technical in that the student masters a more advanced text, and more practical in that he is required to apply in his declamation work before the class the principles gathered from the text. Constructive, positive, encouraging criticism is given by both the class and the instructor. Given every year.

Text: "Practical Elocution."—Fulton and Trueblood.

Extemporaneous Oratory.—This course is designed to give the amateur speaker facility in outlining a subject, clarity of thought, skill in marshalling material and effectiveness in properly presenting, on short notice,

thoughts previously gathered. It aims to develop the logical acumen, the analytic as well as the synthetic qualities of the learner. Each student is required to make several extemporaneous addresses before the class, on subjects assigned by the instructor. The address is criticised as to form and substance, arrangement, literary value and thought; and the speaker, as to his directness, simplicity, earnestness, impressiveness and forensic deportment. Given every year.

Texts: "Extemporaneous Oratory"—Buckley; "Extempore Speaking"—Shurter.

Argumentation and Debate.—This work is designed to serve not only as a stepping-stone to successful debating, but also, and more especially, as a training in the habits of accurate thinking, fair-mindedness and thoroughness, as well as lucid, exact, interesting expression. Frequent debates, preceded by briefs, are a part of the work of the class. These debates are criticised before the class as to substance and form,—thought, arrangement, use of evidence, rebuttal tactics, literary form and delivery. Given every year.

Text: "Argumentation and Debating."—Foster.

Effective Speaking.—Effectiveness in respect to delivery is not studied in connection with this course. It is a study of the rhetoric, logic, and the great psychological principles that govern success in speech. This is the most advanced course offered. Text: "Effective Speaking," Phillips. Given every year.

The following courses will be given if elected by ten or more students.

1. History of Oratory.
2. Psychology of Public Speaking.
3. Oratorical Composition and Delivery.

Private Instruction.—Those students who feel the need of training for the removal of defects of speech and those who desire to fit themselves for work in professional reading and lecturing may obtain special private instruction at the following rates:

Single lessons, one hour	\$ 1.50
Twelve lessons, forty-five minutes each.....	12.00

MATHEMATICS.

The study of mathematics aims to develop the power of clear and consecutive reasoning, to form habits of exact and accurate expression, and to prepare for the pursuit of higher technical work and scientific research. It therefore justly holds a prominent place in the College curriculum.

Academy.

Algebra.—One and one-half years are devoted to the study of Elements of Algebra. During the first year the student is expected to thoroughly master—The Four Fundamental Processes, Principles of Aggregation, Transposition, Factoring, Common Divisors and Multiples, Fractions, Simple and Simultaneous Equations, Involution, Evolution through square and cube root, Theory of Exponents, Radicals, Pure and affected quadratic equations and Higher Equations of the quadratic form.

Milne's High School Algebra is the text used and the work will cover the first 250 pages. The first half of the second year will complete the book including the subjects—Ratio, Proportion, Progressions, Imaginary Quantities, Simple Logarithms, the Binomial Theorem, etc., closing with Graphic Algebra.

We aim to so emphasize the various truths that the student will be well grounded in all the principles and processes of Elementary Algebra.

Plane and Solid Geometry.—This study is pursued during the fourth year in the Academy. Faylor's Plane and Solid Geometry is used as a text-book. Nicety and exactness of statement will be insisted upon, so that the study of this subject may benefit the students' language as well as improve his knowledge of mathematics.

A large number of original exercises and problems will be required in order to cultivate skill and power in applying principles and methods already learned, and to develop in the student a thorough mastery of his own work and resources.

College.

College Algebra.—This subject is studied in the first Semester of the Freshman year, and completes the work in Algebra. Beginning with a review in Quadratics, the course includes a thorough study of the Theory of Equations, Binomial Theorem, Series, Determinants, etc. The theory and use of Logarithms receives special attention.

Plane and Spherical Trigonometry.—Trigonometry is offered in the second Semester of the Freshman year. The text used is Bauer and Brooke's. A thorough mastery of the essential principles of the subject is required, and a large number and variety of exercises and examples are given in order to develop skill and judgment in applying principles.

Analytic Geometry.—This course is arranged for the first Semester of the Sophomore year and is required in the Scientific course, but elective in the other courses. The work embraces the study of the Point, Straight Lines,

Circles, Loci, Parabola and a fuller treatment of Conic Sections. Numerous exercises and problems are added and a thorough work is insisted upon as a means of securing the best mental discipline.

Advanced work in Plane Analytics and Solid Analytic Geometry may be elected in the second Semester of the Sophomore year.

Surveying.—This subject is required in the Scientific course. Hodgman's **Manual** serves as text-book. The chief aim in this study is to familiarize the student with the ordinary operations and computations of surveying and leveling. Sufficient work is required to enable the student to understand the various instruments and to use them with facility. Calculus may be substituted for Surveying.

Differential and Integral Calculus.—This course may be elected in the Junior year. The aim is to make this a practical and interesting study. The course includes a thorough study of the principles and their applications in the solution of the various classes of problems. Osborne's text is used. Electives are also offered in advanced Calculus or Determinants.

General Astronomy.—The aim of this study is to give the student a comprehensive knowledge of the general principles and theories of the heavenly bodies: their distance, motions and mutual relations; their form, dimensions and constitutions; the theories regarding their origin and the latest and best methods of investigation.

The constant purpose is to create within the student a deep and abiding love for the subject and to broaden his mental horizon. This work is offered during the first Semester of the Senior year. Advanced work may be elected. Young's Manual is the text.

PHYSICS.

Academy.

Elementary Physics.—This course extends through one year and corresponds in grade to the work usually offered in secondary schools. Those who enter it should have a working knowledge of the metric system and the elements of algebra. Recitations, demonstrations before the class, problems, and carefully correlated laboratory work make the course interesting, practical and thorough. Students are required to perform fifty quantitative experiments which are carefully recorded and submitted to the instructor for criticism. Millikan and Gale's textbook and Manual are used in this course.

College.

General Physics.—The work of this course extends through two Semesters and pre-supposes such knowledge of the subject as Elementary Physics aims to furnish. Considerable time is given to the working of problems and to the discussion of those fundamental laws and principles which underlie the science. The historical development of the subject, as well as the contributions made by prominent investigators of the present day, receive special attention. During the first Semester Mechanics and Heat are studied; Sound, Light and Electricity are taken up during the second. Class room work is supplemented by lectures and demonstrations, and by a Laboratory Course in quantitative determinations. The experiments required are selected with a view to develop thought power and to stimulate interest in the subject. In addition to the required work, students are encouraged to read

recognized authorities along lines suggested by the instructor.

Crew's General Physics and Ames and Bliss' Course of Experiments serve as text-book and laboratory guide.

Physical Measurements.—The aim of this course is to establish an intimate and vital connection between the theory of physics and experiments in the laboratory. It is open to all students who have completed a course in General Physics such as is offered in Northwestern College and who have the necessary mathematical preparation. Precision of measurements and careful determination of physical constants are emphasized throughout the course.

CHEMISTRY.

Academy.

Elementary Chemistry.—This course is designed to furnish an introduction to chemical theory, to the use of symbols, formulae and equations; and to a practical knowledge of the elements and their more important compounds. It extends through one year and counts for four hours, two hours being spent in recitation and four in the laboratory each week. It is open to all students in the preparatory department, and is required of all expecting to enter the scientific course. Henderson's Elementary Chemistry and Experiments are used as text-book and laboratory manual.

College.

General Chemistry.—This course is intended for students desiring to complete the Philosophical and Class-

ical Courses and who have not had a course in Elementary Chemistry. It extends through the Junior year, two hours per week being spent in the recitation room and four hours per week being devoted to laboratory work. In the first Semester the study is mainly of acid forming elements; in the second Semester the metals and some of the more important organic compounds are studied. This is a strong course and meets in an admirable manner the needs of those who desire a general knowledge of the facts and methods of Chemistry. Newell's College Chemistry is used as text-book. Laboratory work is taken from Smith's Manual.

Advanced General Chemistry.—This course is intended for Scientific students who have had one full year of chemistry and is in every respect a very strong course. In addition to the work usually studied in General Chemistry, considerable time is devoted to the consideration of the physical-chemical theories and their relation to chemical phenomena. Recitations are held twice a week throughout the year and a minimum of four hours laboratory work is required although more time may be profitably spent on the work outlined for the course. Smith's General Inorganic Chemistry and Laboratory Manual are used in this course.

Qualitative Analysis.—This course is required of students who desire to complete the Scientific Course. It extends through one Semester, eight hours per week being spent in the laboratory. The study of the bases is first taken up. The student deals for the first few weeks with known compounds and by lecture, recitation and laboratory work, is led to familiarize himself with the distinguished characteristics of the various groups, sub-

groups and separate elements. He is then directed to deduce a scheme of analysis which will enable him to discover and identify the basic elements. Unknown solutions are next taken up; first those which are comparatively simple, later those which are more complex. Acid analysis is studied and developed in a similar manner. The latter part of the course is spent in analyzing minerals, alloys and complex mixtures of various kinds. Newth's Manual of Chemical Analysis is used in this and the following course.

Quantitative Analysis.—This course extends through one Semester of the Junior year. It consists of laboratory work with lectures on laboratory methods and individual instruction at the student's desk. Besides systematic work in gravimetric and volumetric analysis, it includes the quantitative determination of a graded series of compounds. The choice of substances will be governed by the interest or needs of the student, the aim being to secure a thorough knowledge of the subject and to develop the judgment by careful attention to the details in the application of means to ends.

Organic Chemistry is open to students who have completed a course in General Inorganic Chemistry. The course extends through the year, two hours per week being devoted to lectures and recitations, four hours per week to laboratory work. Will be offered upon request of a sufficient number of applicants.

Geology.—Since Geology depends upon so many other sciences for its comprehension, it is appropriately placed in the second Semester of the Junior year. The text-book used is Brigham's Geology; and LeConte's Elements and Dana's Manual are recommended for additional reading.

Field work is done as much as possible; our locality affording special facilities for observation of drift deposits. Mineralogy is taken up in connection with Geology one hour a week. Talks are given on composition of minerals, crystallography, etc., etc., and about fifty minerals are studied and determined by their external characteristics.

BIOLOGICAL SCIENCE.

Academy.

Physiology.—The object of this course is to give the student a general knowledge of the structure and functions of the various organs of the body in their normal conditions. Enough anatomy is given to render the physiological discussions intelligible, and enough of hygiene to guide to an intelligent care of the body. Demonstrations illustrating the subject accompany the study. Walker's Physiology is used as text-book.

Elementary Botany.—This course aims to furnish an introduction to the scientific study of plant life. Beginning with the simplest forms, representative types are selected for careful analysis, including a study of the structure, nature and growth of plants. Practical work in analysis and classification is required, and adds greatly to the interest and value of the study. Bergen's Elementary Botany is the text-book.

Elementary Zoology.—This course gives the student an introduction to the study of animal life. Specimens illustrating distinct types are used as much as possible. Observation of the life and habits of local species is encouraged. In the class room Davison's Practical Zoology

is followed as text. Laboratory exercises two hours per week are required throughout the Semester. ..

College.

General Botany.—This course runs through one Semester and is intended for students in the Classical and Philosophical courses. Bergen and Davis' Principles of Botany is used as text. Laboratory work two hours a week is required in which the principal types of Cryptogamous and Phanerogamous plants are studied, as well as the structure and tissues of the higher plants. Field work is also required. Students are expected to study, classify, press and mount 60 specimens, of which 30 are also to be carefully described. Material from the College Herbarium is constantly used to illustrate the subject.

Advanced Botany.—This course is open only to such as have had preparatory training in Botany and is required of students of the Scientific course. The course runs through the year and consists of text study and recitations; laboratory work two hours a week for the year; field study of such types as may be found in the vicinity of Naperville; and the study of herbarium construction and classification. For the recitation, Atkinson's College Botany or some equivalent text is used. In the laboratory, the compound microscope will be freely used in the study of type plants and their structure. The student is required to collect, press and neatly mount 100 specimens, and correctly arrange them in order covers, and 40 specimens are to be accompanied by carefully written descriptions. The College Herbarium of over 40,000 specimens will be constantly used to furnish illustrative material.

General Zoology.—This course is more extended and advanced than the last but does not necessarily require any previous study of the science. It is intended for students of the Classical and Philosophical courses. Linville and Kelly's General Zoology is followed as a text-book. Specimens from the College Museum are constantly used to illustrate species under discussion. In the Laboratory the most important animal types are studied. Observation of the habits and life history of the animals to be found in our vicinity is encouraged as much as possible.

Advanced Zoology.—Students taking this course are required to have an elementary knowledge of the science. This course is required in the Scientific course and is recommended to all others who expect to make the teaching of Biology a life work. The classification of animals is studied more carefully and thoroughly than in the other courses. Recitations will be based on Hertwig's Manual of Zoology as a text-book or on some other text of equal standing. Laboratory work extends through the year and all the important types of animals are studied. The compound microscope is frequently used. The student is expected to collect, preserve and carefully classify 50 specimens of animals as found in this locality.

Advanced Biology.—This course is offered in the Senior year of the Scientific course, and presupposes such proficiency in biological study as the prescribed work of the preceding years may be assumed to have furnished. The first Semester is devoted to the microscopic investigation of the structure of plant cells, and various vegetable forms; and the second to the nature and physiology of animal life, together with the activities and diversities in typical forms, the distribution of animals and their

adaptation to geographical environment. The formal class-room instruction is supplemented by individual laboratory work, and the results are reported in written form. Careful instruction in microscopic technique is given throughout the year. The student is expected to learn the best methods of killing and fixing tissues, imbedding in paraffin, sectioning, staining and mounting several media. This course is of special value to teachers of Biology.

SCHOOL OF COMMERCE.

A. C. GEGENHEIMER,

Principal.

The purpose of this department is to provide for a thorough business education. The regular commercial studies may be completed in one year, but persons deficient in the common English branches will require two years. The aim is to give the student a clear and practical knowledge of the Science of accounts and all commercial transactions. The plan of the work is broad and liberal, thorough and complete, and embraces all the principles and the varied details from the simple idea of debit and credit to the most complex and intricate computations. The work is so practical that it cannot fail to be of greatest value to every student, whatever his pursuit in life may be.

Its connection with a literary college gives the department many important advantages. Commercial students are in daily contact with the students of the college and

receive the benefit of all those literary stimulations that prove so helpful in the pursuit of knowledge. They have free access to the College library and reading room, and may enter any College class for which they are properly prepared.

Book-keeping.—This study embraces the theory of accounts by Single and Double Entry. The first term is devoted to elementary work during which the student becomes familiar with Day-Book and Journal entries, opening and closing the Ledger, making Trial Balances, Financial Statements, and the various forms of Inventories, Bills, Discounts and Premiums. The second term advanced work in Book-keeping and Banking is taken up. The student is required to work in books and forms as used in Wholesaling, Retailing, Commission, Shipping, Railroading, Partnership and Manufacturing. The practical work of this term is performed in connection with offices fitted up for this purpose.

Commercial Arithmetic.—In the study of this subject attention is especially directed to Interest, Bank Accounts, Trade Discounts, Stocks, Bonds, Insurance, Partnership, and Equation of Accounts. It is intended to give the student thorough knowledge of all forms of Arithmetic bearing upon commercial transactions.

Commercial Law.—In this branch careful instruction is given on the following subjects; Contracts, Negotiable Papers, Agency, Partnership, Corporations, Payments, Liens, Interest and Usury, Bailment, Guaranty and Surety, Real Estate Conveyance and Settlement of Estates. A text-book is used, but frequent lectures are added to supplement the work.

Commercial Geography.—This subject is taken up during the Spring term, and aims to furnish a general survey of the development of industry and the expansion of commerce in the civilized countries of the world. The production and distribution of the principal articles which enter into American trade are studied with special care. The instruction is based upon the use of a text-book, but supplemented by class-room discussion.

Actual Business Practice.—This is one of the special features of the course. Here business is transacted on the actual business plan which brings into practice the theories and the principles daily taught in the class-room. The Department is furnished with Banks, Commission and Wholesale Houses, and all the appliances necessary to acquaint the student thoroughly with actual business operations.

Penmanship.—Classes in Penmanship are formed every term. Careful and systematic instruction, and painstaking practice enable the student to acquire not only a thorough knowledge of the theory of the art, but also ability in rapid and graceful execution. Weekly drills in writing Letters, Notes, Receipts, Drafts, Orders, Checks, etc., accompany the work in Penmanship.

Special Drill Exercises.—Special exercises in Business Correspondence, Drawing up of Contracts, Leases, Deeds, Mortgages; and the various forms of Commercial Papers continue throughout the course.

All papers and books are carefully inspected by the Teacher, and errors are marked and the forms of correction suggested. But the student is in every case required to make the correction himself, and copy all work and manuscript in which errors, blots or erasures occur.

Extra Studies.—Commercial students are entitled to one extra study in any department of the College in addition to the Commercial Course without extra charge, except in Music and Art.

Admission.—Applicants for admission to the Commercial Department must possess a good common school education. The business world of today requires not only a knowledge of commercial branches, but also a thorough general education. Graduates from high school will, upon presenting their diplomas, be admitted without examination. Persons not having completed some regular preparatory course, are expected to pass an examination in the common English branches: Reading and Spelling, Arithmetic, Grammar, Geography and United States History. Such as are not ready for the business course, will be advised to enter the Preparatory Department of the College.

Course of Study.

FIRST TERM	SECOND TERM	THIRD TERM.
Book-Keeping	Book-Keeping	Book-Keeping
Commercial Arithmetic	Commercial Law	Commere'l Geography
Penmanship	Penmanship	Penmanship
English	English	English Quick Figuring

Time Required.—A student properly prepared can complete the studies usually required in a commercial course in six months, although his work will always be more thorough and satisfactory if he takes nine months. Students may enter at the beginning of either of the Fall or Winter term, but they are earnestly advised to enter in the Fall, at the opening of the school year, if possible.

Diplomas.—Students, who satisfactorily complete either the six months or nine months' course and pass the required examination, receive a diploma.

SHORTHAND AND TYPEWRITING.

The Commercial Department offers also superior advantages for the study of Shorthand and Typewriting. The great demand for Reporters and Amanuenses makes this a very popular course. The instruction is thorough and gives special attention to system, speed and accuracy. The Eclectic System of Shorthand is taught, and the Remington and Underwood typewriters are used. The principles of Shorthand can be completed in one term, but the regular course requires three terms. The work in Typewriting usually requires the same length of time.

Expenses.

Tuition for the Commercial Course, not including Shorthand, Typewriting and Ornamental Penmanship:

First Term	\$12.00
Second Term	12.00
Third Term	9.50
Incidentals, including gymnasium fee	8.00
Diploma	2.00

Tuition for Single Studies.

Penmanship alone, per term	\$ 3.00
Ornamental Penmanship, per term	3.00 ..
Shorthand, per term	3.00
Typewriting, first term	10.00 ..
Typewriting, second term	5.00
Bookkeeping, one term	6.00
Commercial Law, one term	3.00

Expense for board, room rent and fuel, see "Rooms and Boarding."

SCHOOL OF MUSIC.

FACULTY.

LAWRENCE H. SEAGER, D. D.,
President.

J. ALBERT ALLEN, JR.,
Director of School of Music.
Piano, Organ, Theory and Harmony.

HENRY C. SMITH, A. M.,
Vocal Music.

RUTH K. SPEICHER,
Voice Culture,
History of Music,
Conductor of Glee clubs and Chorus.

J. FREDERICK FEHR,
Violin,
Conductor of Orchestra.

GENERAL STATEMENT.

The Department of Music forms an integral part of the College and is under the same government and discipline. But its immediate interests and specific work are under the supervision of the Director of the School of Music. The purpose of the School is to provide opportunities for obtaining a good musical education under the auspices of a Christian institution. The general plan of the work is the same as that of the best American schools of music. The courses of study are thorough and comprehensive, and the methods of instruction are along modern lines. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of manhood and womanhood. The intimate connection of the school with other departments of the college presents to the students opportunities of pursuing musical and literary studies at the same time. And such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual aesthetic and moral culture.

Instruction is offered in Piano, Pipe Organ, Violin, Voice Culture and Choral Singing, as also in theoretical courses, including Harmony, Counterpoint, History of Music and Musical Theory. The work in each branch is pursued systematically, but the time required for its completion will depend upon the ability of the student. In all departments pupils will be advanced as rapidly as their work may justify.

The theoretical courses are open as electives to college students who have received the Sophomore year, and possess such musical ability as will enable them to

pursue these courses with profit. Full credit will be given for work in Harmony, History and Theory of Music in making up the requirements for the bachelor's degree. The election and substitution of this work is, however, in all cases subject to the approval of the Faculty.

COURSES OF STUDY.

The work of the several departments is arranged in two courses, as follows:

1st. **The Teacher's Certificate Course**, designed for the training of teachers, covers four grades of work. Students completing this course and having good grades in the common English branches, are entitled to a teacher's certificate.

2nd. **The Diploma Course**, intended to furnish a thorough musical education, embraces the range of subjects, both practical and theoretical, usually taught in the best schools of music. Students completing this course and possessing literary attainments equal to a good high school education, receive a diploma.

PIANO DEPARTMENT.

An idea of the work required in the Teacher's Certificate may be obtained from the following outlined studies, extending through four grades.

First Three Grades.—Instruction in the correct position and use of the fingers, hand, wrist and arm with exercises and scales for correct touch; all major and minor scales in octaves, thirds and sixths, parallel and contrary motion. Triad arpeggios in all forms and positions. Other special technical exercises which may be needed.

by any student. Octave playing begun. Studies selected from the following list or an equivalent, according to the needs of the pupil. Studies for earliest grades by Le Couppey, Duvernoy, Gurlitt, Köhler, Loeschorn and Vogt.

Loeschorn Op. 65.

Köhler Op. 242.

Heller Op. 47 and 46.

Biehl Op. 139.

Czerny Op. 636.

Berens Op. 61.

Krause Op. 2. (Trill Studies.)

Bach-Faelton Ten easiest pieces.

Bach Small preludes and fugues.

Bach Two-voiced inventions.

Solo pieces and duets suitable for these grades by standard composers.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—Additional technical work as required; greater velocity in scales and arpeggios, and scales in double thirds at moderate speed. Studies selected from the following list or an equivalent, according to the needs of the pupil.

Cramer-Bülow Selected Studies.

Bach Three voiced inventions.

Czerny Op. 740.

Clementi-Tausig Gradus ad Parnassum.

Solo pieces by Beethoven (at least three sonatas). Schumann, Chopin, Mozart and Mendelssohn, and modern composers. Ensemble work will also be required, such as pieces for two pianos, violin and piano, or accompaniment of songs and arias.

Special stress is not laid on concert performance in this course but all pupils are expected to appear in the public recitals.

The fourth grade usually requires a little more than a year, depending on the natural talent of the pupil and the amount of daily work.

Additional Work Required For Diploma.

One year's work on selections from the following studies:

Clementi-Tausig	Gradus ad Parnassum.
Bach	Well-Tempered Clavichord.
Moscheles	Op. 70
Chopin	Etudes.

Works by the standard composers for public performance, a concerto to be performed in public, and one public recital to be given alone.

VOICE DEPARTMENT.

In this department great care is taken to give the pupil a correct method in the use of the voice. The aim is so to train and develop the voice and comprehension of the student as to enable him to become an intelligent and expressive singer. Purity and sweetness of tone is an attainment which every student should earnestly labor to acquire.

Teacher's Certificate Course.—First three grades. Special attention is given to breathing, voice placing, formation of vowels, correct intonation and attack. Exercises by the teacher designed for the special needs of each student with the Siebert, Abt, and Randegger vocal-

ises form the basis of the work. The Concone Fifty Exercises and Marchesi Elementary Exercises are then taken up. Songs from the classic romantic and modern periods are studied and complete the requirements of these grades.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—The completion of this course requires an additional year of study, after the preparatory work has been finished. Special attention is given to phrasing, expression and interpretation. Songs of Schumann and Schubert and arias from standard authors are included in the work of the year.

Candidates for the Teacher's Certificate in Voice must be able to play accompaniments on the piano and read vocal music at sight.

Diploma Course.—This course requires one year's work in addition to the Teacher's Certificate course. Exercises in vocalization, chromatic scales, and selections from the more difficult studies in vocal technic are included in this grade of work.

VIOLIN DEPARTMENT.

Courses.

First Grade.—Methods of Herman, Sevcik, Schradieck, Kayser form the basis of the work of this year. Easy solos and duets in the first position.

Second Grade.—The work of the second year includes a study of the positions as outlined by Hermann and

Sevcik, Technic by Schradieck and Sevcik and Mazas Etudes and Dont Preparatory Studies to Kreutzer. Solos suitable to this grade.

Third Grade.—Kreutzer's Etudes with the Art of Bowing by Kross as a supplement. Technical Studies of Sevcik and Schradieck. Solo work to suit this grade. Pupils in this year are also permitted to take up chamber music. They will have instruction and practice in trios and quartettes and are expected to play in the College Orchestra.

PIPE ORGAN.

The College has a fine large pipe organ, and also a beautiful two manual reed-pipe organ, both of which are available for study and practice by the pupils of the School of Music. The pipe organ is justly considered the grandest of all musical instruments, capable of producing effects that are incomparable for beauty and grandeur of tone. The opportunities for study in this department are unsurpassed except in the largest cities.

But it being a difficult instrument to master, an organ course should not be begun until a good degree of piano technic has been acquired. The second grade of that course should, as a rule, be completed before entering upon a course in pipe organ.

First Year.—The work begins with exercises in pedal practice, hymn playing and elementary registration. Whiting's and Dunham's organ schools, and easier pieces for the organ furnish the material for the first year's study.

Second Year.—The second year's work continues the study in registration. Buck's studies in Pedal Phrasing

and polyphonic studies and pieces by Bach and others indicate the general range of the work for the year.

Third Year.—In the third year attention is especially devoted to the study of solo playing and work intended to prepare for position as church organists. Mendelssohn's Organ works, Bach Fugues, and compositions by Guilmant, Batiste, Du-Boise and others are used during the year.

HARMONY.

Harmony is an essential part of a musical education, and is necessary for the proper understanding of the structure of music. No person aspiring to become an intelligent musician can afford to be without a knowledge of the principles of harmony and the laws of musical form and structure. The full course leads to original work in musical compositions. Elementary Harmony extends through three terms.

First Term.—All keys and scales, intervals, triads, chord connections, simple part writing, seventh chords.

Second Term.—Inversions of seventh chords and progression, modulation.

Third Term.—Altered chords, augmented chords, suspensions, harmonizing given soprano. The text books used for reference are by Chadick, Goetschius, Foote and Spalding.

Advanced Harmony extends likewise through one year, but can only be taken by students who have successfully completed the course in Elementary Harmony. The work consists of a careful review of the seventh chords, altered chords, augmented chords, and suspensions, etc., together with the figured chorale, harmoniz-

ing florid melodies, original work and an outline of single counterpoint.

This course is required of all candidates for a diploma in Piano, Voice or Violin.

THEORY OF MUSIC.

Theory treats the numerous subdivisions of musical knowledge not included in Harmony and History. It embraces acoustics, notation, sound perception, the tempered scale, the orchestra and its instruments, musical rhythms, embellishments, musical forms and musical terms. It is a most important branch of study, including as it does, so many points of practical value to the student. The subject is taught by lectures, supplemented by text-books by Elson, Goetschius and Pauer, twice a week for one year.

HISTORY OF MUSIC.

This course embraces the study of the general development of music from ancient to modern times and extends through one year.

First Term.—Early traces of Music before the Christian era, early Christian music, Polyphonic music and schools, Luther's reformation and the Renaissance.

Second Term.—Development of dramatic music: Italian, German and French Opera; the Oratorio, Classical and romantic periods.

Third Term.—History of piano-forte, organ, violin, biographies of the great masters; works of the composers and arguments of the great operas. Text-books by Mathews, Baltzell and Dickinson used for reference.

Pupils may select any one or more of the above courses; but candidates for Teacher's Certificate must complete the four grade course in Piano, Voice or Violin together with one year of Theory, Harmony and History. Candidates for Diplomas must take in addition one year of Harmony—advanced course.

VOCAL MUSIC.

Singing Classes.—Classes in musical notation and sight singing are organized each term. The instruction, while elementary, is thorough, and aims to furnish opportunities for the cultivation of tone qualities and the development of musical appreciation. The work is of special value to persons who expect to teach in public schools, or who may wish to prepare for conducting choir and chorus singing. Classes meet twice a week.

Public School Music.—Musical instruction has become such an important part of public school instruction courses, and the demand for teachers capable in this line of work so great, that it has been deemed wise to offer courses of study for those desiring to fit themselves for public school positions. The course offered for those expecting to teach music in the grades extends through one year and has for its object the development of artistic singing, fluency in sight-reading, accuracy in ear training, the more practical phases of theory and the rudiments of harmony. The instruction is given in classes meeting three times a week and continuing through the three terms of the year. Classes will not be organized for fewer than six pupils.

First Term.—In order to acquire technical skill without sacrificing the musical spirit, songs are first learned

by note and attention is given to the spirit and movement, enunciation, phrasing and tonal quality. The same songs are then taken up in solfeggio (do, re, mi) thus introducing the study of intervals, pitch and rhythm with sight-reading.

Second Term.—The work in ear training, sight-reading and rhythm is continued and the rudiments of harmony are introduced.

Third Term.—Chord progression continued; practical work in melody writing and harmonization of same. Song analysis and interpretation of school songs, part songs and classical songs.

A second course is planned for such as desire to become Music Supervisors which requires two years' additional study. The work includes private lessons in Voice, the study of Harmony and History of Music.

GENERAL INFORMATION.

Students may enter at any time, but are advised to enter at the opening of the term.

The time required for the completion of any one of the regular courses in music will depend upon the student's ability, daily practice and previous work in music. The outlines indicate the time required in most cases.

Students not wishing to complete a regular course may select such branches as meet their requirements, provided they are prepared to pursue them profitably. Such students are, however, subject to the same regulations as those in the regular courses.

Tuition is payable in advance at the Treasurer's office of the college. No deduction will be made for absence

from lessons, except in cases of protracted sickness, when the loss will be shared equally with the student.

Students are not allowed to teach music while pursuing their studies, without special permission from the Faculty. No student of the college is expected to take lessons in music except under the direction of the teachers of music.

Student musical organizations, such as Glee Clubs, Quartettes, Orchestras and Bands are under the supervision of the college Faculty. No organization shall be formed without the consent of the Faculty; and students deficient in their class work will not be allowed to become members of such organizations. No concerts or public entertainments shall be planned by any regular or voluntary organization without permission of the Faculty.

TUITION.

Piano, Violin or Voice:

Two lessons per week, Fall term, fourteen weeks.....	\$20.00
Winter or Spring term, twelve weeks each.....	18.00
One half hour lesson per week, Fall term.....	11.00
One half hour lesson, Winter or Spring term.....	10.00
Pipe Organ, per lesson.....	1.00

Harmony:

Two lessons per week, Fall term 14 weeks.....	\$9.00
Two lessons per week, Winter and Spring terms, 12 weeks each	8.00

Theory or History:

Two lessons per week, each, per term.....	\$5.00
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Public School Music:

Three lessons per week, Fall term	\$9.00
Three lessons per week, Winter or Spring term.....	8.00

Singing Classes, Elementary or advanced:

Per term	\$1.50
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RENT OF INSTRUMENTS.

Piano:

One hour daily, per term, Fall term.....	\$3.00
Two hours daily, per term, Fall term.....	4.00
Three hours daily, per term, Fall term.....	5.00
Four hours daily, per term, Fall term.....	6.00
Five hours daily, per term, Fall term.....	7.00
One hour daily, per term, Winter or Spring term.....	2.50
Two hours daily, per term, Winter or Spring term.....	3.50
Three hours daily, per term, Winter or Spring term.....	4.50
Four hours daily, per term, Winter or Spring term.....	5.50
Five hours daily, per term, Winter or Spring term.....	6.50

Pipe Organ:

One hour daily, per week	\$1.00
Metronome, per term .....	.25
Diplomas	5.00
Certificates	2.00

45

18.

10.

24.50

2

48.50

SCHOOL OF ART.

CLARA L. RUTH,

Teacher of Art.

This department offers superior advantages in the various branches of study usually taught in first-class Art schools. It is in charge of one who is an accomplished teacher and an artist of recognized ability. In the preparation for her chosen profession, she studied with some of the foremost American teachers.

The object of the department is to give a thorough training in the principles of Art, fitting students for teaching, or the further pursuit of these studies for mental culture or an artistic career. The chief aim is to lay a thorough foundation for seeing and observing nature, and to develop a sufficient dexterity of hand to enable the pupil to apply this useful and beautiful accomplishment in practical life. The courses are arranged for students having other studies in the college as well as for those able to devote all their time to this work.

The connection with the college is an advantage of great value to the student since it enables him to pursue regular college studies in connection with his work in Art. Thorough training in Art work in connection with suitable literary culture lays a broad foundation for teaching Art, and for a professional career.

Students will be advanced as they progress individually, not being confined to any branch for a specified length of time. The instruction of the department is based upon the methods employed in the best Art Schools.

The work begins with drawing from the flat in charcoal, crayon and pencil, proceeding to drawing from still life, the antique and the living model, and painting in oil and water colors. Students must register and secure term cards from the Treasurer before they can begin their lessons, and lessons must be completed in the term for which the student has registered.

TUITION.

Drawing from the Flat in Pencil, Pen and Ink:

Two lessons per week, Fall term, fourteen weeks.....	\$16.00
Two lessons per week, Winter or Spring term	14.00
One lesson per week, Fall term	9.00
One lesson per week, Winter or Spring term.....	8.00
One lesson per week, in class	5.00

Drawing from Still Life, the Antique, and Living Model in Charcoal:

Two lessons per week, Fall term	\$18.00
Two lessons per week, Winter or Spring term.....	16.00
One lesson per week, Fall term.....	10.00
One lesson per week, Winter or Spring term.....	9.00

Painting in Water Colors:

Two lessons per week, Fall term	\$20.00
Two lessons per week, Winter or Spring term.....	18.00
One lesson per week, Fall term	11.00
One lesson per week, Winter or Spring term.....	10.00

Painting in Oil:

Two lessons per week, Fall term	\$22.00
Two lessons per week, Winter or Spring term.....	20.00
One lesson per week, Fall term.....	12.00
One lesson per week, Winter or Spring term.....	11.00

China Painting:

Two lessons per week, Fall term.....	\$22.00
Two lessons per week, Winter or Spring	20.00
One lesson per week, Fall term	12.00
One lesson per week, Winter or Spring	11.00

FORTY-EIGHTH ANNUAL COMMENCEMENT

Thursday, June 20th, 1912.

Commencement Oration.....BISHOP W. F. McDOWELL

Degrees.

COLLEGE OF ARTS AND SCIENCES.

Master of Arts.

W. G. RADDATZ.....Madison, Wis.

Bachelor of Arts.

I. L. BAUMGARTNER.....Sumner, Ia.
 A. R. FREEMANNaperville
 C. F. GACKLER.....Naperville
 JUDSON GAMERTSFELDER.....Naperville
 A. E. HEMMER.....Summerville, Ind.
 A. H. HOLZMANN.....Crediton, Ont.
 C. A. LANG.....Marshallville, O.
 R. W. LOOSE.....Naperville
 H. E. MUELLER.....Faribault, Minn.
 GEORGE C. PULLMAN.....Urbana, Ind.
 F. A. RENDERNaperville
 G. L. SCHALLERPerrysburg, O.
 H. SCHRAMMEL.....Orlando, Okla.
 FRANK SCHWARTZ.....Sturgis, Mich.
 I. L. SCHWEITZER.....Malta
 HARRISON TRAUTMAN.....Forest Junction, Wis.
 ELIZABETH TURNERNaperville
 LILY BELLE VOEGELEINFalls City, Nebr.
 H. W. VOIGHT.....Kankakee

Bachelor of Science.

EFFIE BERGER	Naperville
E. S. FAUST.....	Caro, Mich.
HERBERT FRANK.....	Paynesville, Minn.
HARRY J. KOLB.....	Berlin, Wis.
P. M. MATTILL.....	Falls City, Nebr.
NEWTON MILLER.....	Downers Grove
ARNOLD VIETH.....	Norwalk, Wis.

Bachelor of Literature.

EDITH M. BROADBOOKS.....	Attica, N. Y.
MAYBELLE DANUSER.....	Dodge, Wis.
ESTHER HATZ.....	Prairie du Sac, Wis.

ACADEMY.

EDWARD E. ANTON.....	Waterloo, Ia.
FREDERICA BROSE.....	Chatfield, O.
ARTHUR J. BRUNNER.....	Bonfield
ALVINA A. ELMER.....	Monroe, Wis.
EDNA R. HARTER.....	Naperville
PAUL L. HEFTY.....	New Glarus, Wis.
ANDREW W. HENNING.....	Allison, Ia.
HERMAN HERMANN	Naperville
WILLIAM F. HINZMANN.....	Monroe, Wis.
BENJAMIN A. HOFFMAN.....	Walnut
WILLIAM G. KASTNER.....	Milwaukee, Wis.
CLARA O. KLIPHARDT.....	Randolph, Kas.
SOPHIA A. KNAUER.....	Brooklyn, N. Y.
WILLIAM H. MEHN.....	Ripon, Wis.
HARRY A. OBERHELMAN.....	Barnes, Kas.
WILLIAM C. PAUTZ.....	Arnprior, Ont.
CHARLES E. REIDT	Clifford, Ont.
NELLIE M. SCHIRMER.....	Holton, Kas.
LEONORA SCHILLING.....	Appleton, Wis.
LILLIAN L. VIETH.....	Norwalk, Wis.
LEWIS G. WEBERT.....	Elk Mound, Wis.

EDWARD A. WERNER.....	Lamberton, Minn.
ARTHUR B. WINKENWEDER.....	Naperville
MARVIN H. WITTE.....	Cottage Grove, Wis.
WILBERT L. WITTE.....	Cottage Grove, Wis.

German Department.

WILLIAM BEUSCHER.....	Brooklyn, N. Y.
C. F. GACKLER.....	Naperville
LYDIA GROENIG.....	Paynesville, Minn.
A. L. HORN.....	Hazel, S. Dak.
VIOLA KNOCHE	Cedar Falls, Ia.
E. J. LUBACH.....	Chippewa Falls, Wis.
E. J. NEUENSCHWANDER.....	Bern, Ind.
AUGUST L. PRODOEHL.....	Rennville, Minn.

School of Music.

GERTRUDE EMMA BOECKER.....	Naperville
ESTHER M. HUKE.....	Plainfield
HELEN F. LANG.....	Appleton, Wis.
LYDIA P. SCHALKER.....	Leavenworth, Kas.
ALICE M. WARTMAN.....	Norwalk, Wis.

School of Commerce—One Year Course.

BERNARD BOECKER.....	Naperville
S. F. FROEMMING.....	Hutchison, Minn.
EDWARD BRAHL.....	Eden, Wis.
FRANK GRISSSEL	Lamoille
WERNER KREIMIER.....	Manhattan
CARL RANG	Naperville
JACOB WISCHER	Monticello, Wis.
ARTHUR WITTE	Cottage Grove, Wis.
O. C. YOUNG	Hancock, Ia.

Six Months' Course.

LEROY BAUER	Lamoille
O. DOUGLAS	Broadhead, Wis.
ALBERT GRAHL	Eden, Wis.
S. NEUROTH	Blissfield, Mich.
A. PASBRIG	Tyler, N. Dak.
ALEXANDER RICKSHER	Naperville
MARGARET SCHNABEL	Naperville
O. SCHOENFIELD	Fox Lake, Wis.
RAY UPHOFF	Cottage Grove, Wis.

REGISTER OF STUDENTS.

SENIORS.

BLUMER, W. F.	Lu Verne, Ia.
BRUNEMEIER, H. C.	Hubbard, Ia.
BRUNEMEIER, E. H.	Hubbard, Ia.
DRAEGER, ERWIN	Marshfield, Wis.
ELMER, JACOB U.	Monroe, Wis.
FEIK, FRANK	Lamoille
FEIK, ROY W.	Lamoille
GEISTER, EDNA	Elgin
GEISTER, EDWARD	Elgin
GROTE, WM. E.	Elgin
HANNEMAN, H. W.	Magnolia, Ia.
HERMAN, MENTOR O.	Elkhart, Ind.
HOCH, J. R.	Leonardville, Kas.
HOOPES, FLORENCE	Naperville
HORN, ALVIN L.	Hazel, S. Dak.
KELLERMANN, GARFIELD H.	Elkton, Mich.
KNOCHE, VIOLA	Cedar Falls, Ia.
LANG, ESTHER	Mendon, Mich.
MILLER, HARRY A.	Oak Harbor, O.
MINCH, CORA A.	Hooppole
OERTLI, EDNA	Holmes, N. Dak.
PAULI, EDWARD A.	Bern, Kas.
RENNER, LEILA	Racine, Wis.
SCHENDEL, F. W.	Olivia, Minn.
SCHMID, JACOB J.	South Germantown, Wis.
SCHWAB, RALPH K.	Mendota
SWANK, O. D.	Butler, O.
WAGNER, G. F.	Culbertson, Nebr.
WILMING, C. B.	Gillian, Mo.

JUNIORS.

ALLEN, C. L.	Butler, O.
BARNHOPE, W. A.	Helena, O.

BERNHARDT, HUGO A.....	Two Rivers, Wis.
BIESTER, FRED L.....	Belvidere
BLECK, CLARA	New London, Wis.
BOSSHARDT, ELMER H.....	Faribault, Minn.
COOK, HOWARD F.....	Urbana, Ind.
DAESCHNER, SADIE	Preston, Nebr.
DOESCHER, RALPH F.	Milford, Nebr.
EBERHARDT, HERBERT E.....	Indianapolis, Ind.
GRIESEMER, BENJ. H.....	Marshall
GROENIG, ERNEST	Paynesville, Minn.
HIEBENTHAL, W. P.....	Scribner, Nebr.
HILL, FRED	Culbertson, Nebr.
HIRSCHMANN, ED.....	Indianapolis, Ind.
HOSBACH, ARTHUR	Erie, Pa.
JAECK, ELSIE	Naperville
KERSTON, MAUDE	Ashton
KIRN, FRED W.....	Hersey, Mich.
MEIER, ALICE	Marshall, Minn.
MILLER, MILTON	Naperville
OERTLI, ENA	Holmes, N. Dak.
RITZENTHALER, ERMA	Prairie View
SCHMIDT, ORRIN F.....	Menomonee Falls, Wis.
SEDER, REUBEN I.....	Kasson, Minn.
SEITZ, GEORGE	Carmi
SPEICHER, PAUL	South Bend, Ind.
STAUFFACHER, HARRY	Monroe, Wis.
TROXEL, OLIVER	Lagro, Ind.
UMBREIT, ALLEN G.....	Markesan, Wis.
WICHMAN, JESSE H.....	Stanton, Nebr.
WINKELMAN, H. A.....	Appleton, Minn.
ZIESKE, VICTOR W.....	Sleepy Eye, Minn.

SOPHOMORES.

BARTH, VERA	Mendota
BLEILER, J. G.....	Monroe, Wis.
BERGER, CARL E.....	Elkhart, Ind.
BROWN, FRED	Neenah, Wis.
BUTZER, ALBERT G.....	Buffalo, N. Y.

COOPER, ANNA	Dodge Center, Minn.
EILERT, CLARA	Milwaukee, Wis.
FERNER, HAYES H.	Washington
FOSS, DELLA	Dakota
FRANK, FLORENCE	Paynesville, Minn.
GEIER, MYRTLE	Ortonville, Minn.
GAUERKE, EZRA H.	Athens, Wis.
GAMERTSFELDER, RUTH	Naperville
GONGOLL, ALVIN	Olivia, Minn.
GOETTEL, ESTHER	Blue Earth, Minn.
HAUSER, FRED	Sleepy Eye, Minn.
HEMMER, AMANDA	Somerville, Ind.
HIRSCHMANN, ALMA	Indianapolis, Ind.
JOHNS, FRANCES E.	Cleveland, O.
KIETZMAN, FRANKLIN	Sandwich
KIRN, DELTA	Naperville
KREITLOW, E. C.	Howard Lake, Minn.
KRUG, H. E.	Brownsville, Wis.
LOHMAN, EMMA	Geneseo
LOZIER, ORVILLE	Bremen, Ind.
LUBACH, ED. J.	Chippewa Falls, Wis.
MATHYS, CLIFFORD G.	Arcadia, Wis.
MEYER, HARRY L.	Indianapolis, Ind.
MUENCH, MARIE	Naperville
NANNINGA, RINICE	Falls City, Nebr.
NICKEL, ALLEN G.	Milwaukee, Wis.
NINNEMANN, ARTHUR	Prairie du Sac, Wis.
RILLING, ROLLO	Freeport
RUST, HAZEL	Elgin
SCHLOERB, R. W.	Milwaukee, Wis.
SCHLUETER, FRANKLYN	Milwaukee, Wis.
SCHMIDT, ALFRED O.	North Redwood, Minn.
SPITTLER, GEORGE	Howe, Ind.
UPHOFF, R. W.	Cottage Grove, Wis.
UMBACH, MYRON	Naperville
VIEL, LYNDON CLYDE	Milwaukee, Wis.
WEGNER, E. S.	Fremont, Nebr.
WILHELM, WALDEMAR	Hammond, Ind.
YENERICK, ETTA	Earlville

FRESHMEN.

ANTON, ED.....	Waterloo, Ia.
AUGUSTINE, LAURINE	Berlin, Ont.
BAUERNFEIND, EVA	Chicago
BERGER, PAUL	Tiffin, O.
BEYLER, MAUDE	Nappanee, Ind
BLASER, SYLVIA	Prairie View
BROSE, FREDERICA	Chatfield, O.
BRUNS, HUGO	Grand Junction, Ia.
BRETZKE, ROBERT	Blue Earth, Minn.
BRUNNER, A. J.....	Bonfield
COOK, GLADYS	Hicksville, O.
DENGIS, JOHN B.....	Berlin, Ont.
DREGER, EMIL	Chippewa Falls, Wis.
DRUSE, FLORENCE	Racine, Wis.
ELMER, ALVINIA	Monroe, Wis.
FEHR, GEORGE	Olivia, Minn.
FISHER, EMMA	Medicine Hat, Alta.
GASSER, WM.....	Oswego
GAUERKE, GILBERT	Milwaukee, Wis.
GEISTER, MAYME	Elgin
GIESE, HERBERT	Batavia
GAMERTSFELDER, GORDON	Naperville
HAINBECKER, DELTA	Reed City, Mich.
HAINBECKER, LUCY	Reed City, Mich.
HEFTY, PAUL	New Glarus, Wis.
HENNING, ANDREW K.....	Allison, Ia.
HERMANN, H.....	Brooklyn, N. Y.
HOFFMAN, B. A.....	Walnut
HOLZGRAFF, E. E.....	Blue Earth, Minn.
HINTZMANN, W. F.....	Monroe, Wis.
JOHNS, ETHEL	Cleveland, O.
KELLER, AGNES	Naperville
KNAUER, SOPHIA	Brooklyn, N. Y.
LANGENSTEIN, ALMA	Dakota
LEEDY, HERMAN	Fremont, O.
MUELLER, BENJ.....	Faribault, Minn.
MAST, WESLEY	Sebewaing, Mich.

OBERHELMAN, H. A.	Barnes, Kas.
OERTLI, JOHN	Groton, S. Dak.
PAUTZ, WM.	Arnprior, Ont.
PETER, MILTON	Elyria, O.
REIDT, CHAS. E.	Clifford, Ont.
RICKERT, HARRY	Nappanee, Ind.
ROESLER, PEARL	Waseca, Minn.
RIPPBERGER, HELEN	Elgin
SENTY, WALTER	Waumandee, Wis.
SCHAEFFLE, JOHN W.	Naperville
SCHNELLER, EDWIN	Prairie du Sac, Wis.
SCHMALTZREID, H.	Lagro, Ind.
SIPPLE, MARGARET	Menomonee, Wis.
SMITH, HAROLD A.	Waverly, Ia.
SPRENG, PAUL	Bucyrus, O.
UCHIDA, TORU	Tokio, Japan
VIETH, LILLIAN	Norwalk, Wis.
WETTLAUER, JOHN	Tavistock, Ont.
WITTE, MARVIN	Cottage Grove, Wis.
WITTE, WILBERT	Cottage Grove, Wis.

SPECIAL STUDENTS (COLLEGE GRADE).

KASSEN, WALTER	Kansas City, Mo.
KRAMER, RUTH	Naperville
RAECKER, HENRY	Britt, Ia.
SAKOWSKY, AUGUST	Naperville
SCHWEITZER, LILLIAN	Hillsboro, Kas.

Academy.

FOURTH YEAR.

ABE, WM. J.	Ripon, Wis.
ARNDT, J. H.	North Judson, Ind.
AUSMAN, EDNA	Elk Mound, Wis.
BEUSCHER, WM.	Brooklyn, N. Y.
BREITHAUPT, WM.	Berlin, Ont.
CAUGHELL, A. S.	Bismark, Ont.

COWLES, SPENCER	Naperville
DAHMES, FLORENCE	Clements, Mich.
DAHM, E. H.	Waterville, Kas.
HEFTY, THOMAS C.	Valley Falls, Kas.
HOFFMAN, ALVINA H.	Cleveland, O.
KLUCKHOHN, FRED	Reddick
KUHLMAN, AUGUST	Hubbard, Ia.
MOONEY, EDITH	Lindsey, O.
PAGNARD, EMANUEL	Upper Sandusky, O.
RUBRIGHT, EDITH	Naperville
SHOEMAKER, W. VERN.	North Redwood, Minn.
THOM, O. R.	Naperville
WACHNITZ, F. C.	Medaryville, Ind.
WEBERT, FLORENCE	Elk Mound, Wis.
ZOLLER, JOHN E.	Owendale, Mich.

THIRD YEAR.

GUTCHE, ADDISON	Newstead, Ont.
JOSIF, GEORGE	Canton, O.
MINCH, WARREN J.	Hooppole
NIERGARTH, WETA L.	Reed City, Mich.
RITZENTHALER, MILDRED V.	Prairie View
RITZENTHALER, OLIVE P.	Prairie View
SCHULTZ, HARRY	Hartford, Wis.
SIEWERT, MAX O.	Wabasso, Minn.
STELLING, HARRY	Lockport
STROTHMAN, LEWIS	Kasson, Minn.
TALLMAN, ARTHUR	North Tonawanda, N. Y.
WEISS, EDITH	Nappanee, Ind.

SECOND YEAR.

BENDER, CHAS.	Monroe, Wis.
BLEAM, WM.	Elkton, Mich.
BOYCE, JOHN A.	Naperville
BRANDLE, G. L.	Manilla, Ia.
CRIPPEN, L. E.	Washta, Ia.
EASTES, GEORGE	Huntington, Ind.
HAGER, EDWARD E.	Olivet, S. Dak.

HEDINGER, MARY	Naperville
KNOSP, HERMAN R.	Huntley, Nebr.
KURTZ, ADOLPH	Kelley's Island, O.
LAW, R. B.	Butler, O.
MEIER, ARTHUR	Marshall, Minn.
MOEHL, LYDIA	Granville
MOHR, EZRA	Phillipsburg, Ont.
PODOLL, ED.	Wantanea, Wis.
RANDALL, E. E.	Chicago
REINKING, WM.	Osseo, Minn.
SCHEER, WM.	Fond du Lac, Wis.
SCHIEB, STEPHEN	Toledo, O.
SCHULZ, KATE	Hampton, Ia.
SHERWOOD, FLORENCE	Shabbona
SNYDER, HARRY H.	Heidelberg, Ont.
THEDE, HARVEY	Detroit, Mich.
TIMKE, E. D.	Downers Grove
TIMKE, LYDIA	Downers Grove
WAIDELICH, LEWIS A	Topeka, Kans.
WENGER, WALTER	Monroe, Wis.
WITTLER, L. H.	Jansen, Nebr.
ZACHMAN, EDWIN	Marion, O.
ZEHR, PETER C.	Washington

FIRST YEAR.

BANKER, JOHN	Council Bluffs, Ia.
BROWN, RAYMOND R.	Lockport
BUSACCA, G.	Milwaukee
BUTTS, EDWARD	Evansville, Wis.
DROGE, CARL	Brooklyn, N. Y.
FRIEDERICK, WM.	Naperville
GOTTESLEBEN, W. E.	Yale, Mich.
GRANTMAN, JOHN	Lomira, Wis.
HAYES, WM. C. F.	Campbellsport, Wis.
HEIDINGER, J. G.	Medicine Hat, Alta.
HOESCH, H. C.	Huntley, Nebr.
KING, FRED	Hector, Minn.
LAMBRECHT, PAUL	Milwaukee, Wis.

LANGENSTEIN, W. GLEN.....	Freeport
MAHLKUCK, SAMUEL A.	Monroe, Wis.
MATZ, ERNEST	Wells, Minn.
NIEBERGALL, FLOYD	Pawpaw
RISS, ARTHUR H.....	Steen, Minn.
SCHENDEL, W. G.....	Rennville, Minn.
SCHNEIDER, WESLEY	Blue Earth, Minn.
SEPP0, JOHN D.....	Iron River, Wis.
SPIELBERGER, ALBERT K.....	Kansas City, Mo.
VAN SLYKE, ZIRA L.....	Ionia, Mich.
WALKER, GEORGE A.....	Loveland, Col.
WEISS, LOUIS	Manilla, Ia.
WIENER, WM. H.....	Duluth, Minn.
WIRDS, ERNEST C.....	Buckeye, Ia.

Sub-Academy.

ARMSTRONG, CLARK	Howard, O.
ARMSTRONG, L. H.....	Butler, O.
BABEL, HARRY	Naperville
EICHELBERGER, JESSIE	Naperville
FRIDLEY, BERT D.....	Plankinton, S. Dak.
HEIDINGER, A. W.....	Gros Ventre, Alta.
JESKE, HENRY	Henske, Minn.
MAIER, SOPHIA	Aurora
MEIER, LOUISE	Nashua, Ia.
STRAUB, ANTON	Cummings, Kas.
STRESSMAN, HERBERT	Howard City, Mich.
WOERNER, ARNOLD	Great Bend, N. Dak.

German Department.

THIRD YEAR.

ABE, WM. J.....	Ripon, Wis.
HERMANN, HERMAN	Brooklyn, N. Y.
HENNING, ANDREW	Allison, Ia.
THOM, OTTO	Broadhead, Wis.

SECOND YEAR.

BROSE, FREDERICA	Chatfield, O.
JOSIF, GEORGE	Canton, O.
MOHR, EZRA	Philipsburg, Ont.
SCHULTZ, HARRY	Hartford, Wis.
SCHIEB, STEPHEN	Toledo, O.
VIETH, LILLIAN	Norwalk, Wis.
EILERT, CLARA	Milwaukee, Wis.

FIRST YEAR.

DAHM, E. H.	Waterville, Kas.
HAGER, E. E.	Olivet, S. Dak.
HAINBECKER, DELTA	Reed City, Mich.
HAINBECKER, LUCY	Reed City, Mich.
HOESCH, CARL HENRY	Huntley, Nebr.
KASSEN, WALTER	Kansas City, Mo.
MATZ, ERNEST	Wells, Minn.
SNYDER, HARRY H.	Heidelberg, Ont.
STELLING, HARRY	Lockport
WITTLER, LAWRENCE	Jansen, Nebr.

School of Commerce.

AMES, MINA	Penmanship	Naperville
BABEL, MARCIA	Com'l Course, typewriting	Naperville
BABLER, H. E.	Com'l Course	Monroe, Wis.
BARKEI, EDWARD	Com'l Course	Naperville
BENDER, CARL	Com'l Course	Machson, Nebr.
EASTER, IRVING	Com'l Course	Mendota
FELDOTT, RALPH	Com'l Course	Naperville
FENNER, CLARENCE	Com'l Course	Fond du Lac
HILTENBRAND, FRANK	Com'l Course	Naperville
KLEINSMITH, ARTHUR.	Book-keeping, Shorthand, Typewriting....	
.....	.....	Sleepy Eye, Minn.
KREIMEIER, ARTHUR	Com'l Course	Manhattan
KEMMERER, EARL	Com'l Course	Plainfield
KEARNS, WM	Com'l Course	Naperville

LUNDY, LESLIE.....	Com '1 Course	Naperville
LUNDY, JACK	Com '1 Course	Naperville
MOVIUS, MARIE	Book-keeping	Lidgerwood, N. Dak.
REGLI, ALFRED H.....	Com '1 Course	Eau Claire, Wis.
RUPP, ELDON	Com '1 Course	Flanagan
RISS, EMMA	Shorthand, Typewriting	Steen, Minn.
RICKERT, HARRY...Com '1 Course, Shorthand, Typewriting.....		Nappanee, Ind.
SHIFFLER, PAUL	Com '1 Course	Naperville
SHORT, NED H.....	Com '1 Course	Troy Grove
SOLLENBERGER, RAYMOND ..	Com '1 Course	Naperville
STECH, LESLIE.....	Com '1 Course	Naperville
SCHWANTES, ERVIN..	Com '1 Course, Typewriting ..	Milbank, S. Dak.
VAN BLARICUM, FERN	Shorthand, Typewriting	Rochester, Ind.
WIESBROOK, HARRY	Com '1 Course	Naperville
WOLF, ALVIN..	Com '1 Course, Shorthand, Typewriting	Dana
WOERNER, ARNOLD B...	Com '1 Course, Typewriting.	Great Bend, N. D.
WEHRLI, FRANKLYN	Com '1 Course	Naperville
WICHSER, JACOB..	Shorthand, Typewriting, Penmanship	Monticello, Wis.
YERK, EDWIN	Com '1 Course, Shorthand	Markesan, Wis.
YINGLING, VIOLA..	Shorthand, Typewriting, Penmanship...	Naperville
ZIMMERMAN, ESTHER..	Com '1 Course, Shorthand, Typewriting...	Wilton, Wis.

School of Music.

ACKERMAN, IRENE.....	Piano	Elkton, Mich.
ADAMS, SOPHIE.....	Organ, Voice	Naperville
BABST, ANNA.....	Piano, Harmony, History	Naperville
BARTH, VERA	Organ	Mendota
BAUMGARTNER, FELICITAS	Piano, Harmony, Theory...	Naperville
BAUERNFEIND, EVA	Organ	Chicago
BEIDELMAN, CLYDE ..	Piano, Harmony, Violin	Naperville
BERGER, CARL	Voice	Elkhart, Ind.
BERNDT, ELDA	Piano, Voice	New Richmond, Wis.
BEYLER, MAUDE..	Piano, Voice, History, Theory, Harmony.....	Nappanee, Ind.
BLECK, CLARA	Harmony	New London, Wis.

BLEILER, J. G	Voice	Monroe, Wis.
BOETTGER, ARTHUR	Voice	Bloomer, Wis.
BOMBERGER, PEARL	Piano, Harmony, Theory, History	Naperville
BOWEN, ALICE	Piano, Voice, Harmony	Gardner
BREITHAUP, WM.	Voice, Organ	Berlin, Ont.
BRETZKE, ROBERT	Voice	Blue Earth, Minn.
BRUNS, ELIZABETH	Piano, Voice	Grand Junction, Ia.
BUSACCA, GUISEPPE	Piano	Milwaukee, Wis.
BUTENHOFF, HEDWIG	Piano, Theory, History	Markesan, Wis.
COOK, GLADYS	Piano	Hicksville, O.
DAHMS, FLORENCE	Voice	Clements, Minn.
DIETER, EDA	Voice	Naperville
DRUSE, FLORENCE	Organ	Racine, Wis.
EILERT, ALVIN	Voice, Violin	Milwaukee, Wis.
ELMER, ERMA	Piano, Harmony, Public School Music	Argyle, Wis.
ENCK, GRACE	Voice	Naperville
FAUST, LAURA	Piano	Caro, Mich.
FAUST, LILLIAN	Voice	Naperville
FEATHER, MAYME	Piano, Voice, Harmony	Chesaning, Mich.
GAMERTSFELDER, AGNES	Voice, History, Theory, Harmony	
		Tiverton, O.
GATZ, MARY	Piano, Voice	Falls City, Nebr.
GEIER, MYRTLE	Voice	Ortonville, Minn.
GUITHER, BENJAMIN	Piano, Harmony, Violin	Walnut
HAINBECKER, DELTA	Piano	Reed City, Mich.
HATZ, HAZEL	Piano, Voice, History, Theory, Harmony	
		Prairie du Sac, Wis.
HEMMER, AMANDA	Piano	Somerville, Ind.
HOLZGRAFF, IRVIN	Voice	Blue Earth, Minn.
HORN, A. L.	Voice	Hazel, S. Dak.
HUKE, ESTHER	Piano	Plainfield
KENDALL, OLIVE	Voice	Naperville
KELLERMANN, G. H	Voice	Elkton, Mich.
KLEINSMITH, A.	Voice	Sleepy Eye, Minn.
KNOCHE, VIOLA	Organ	Cedar Falls, Ia.
KRAMER, MABEL	Organ, Piano	Indianapolis, Ind.
KRAUSHAR, FLORENCE	Piano	Naperville
LANGENSTEIN, W. G.	Voice	Freeport
LEEDY, H.	Piano	Fremont, O.

LIND, FRANK E.....Piano, Voice, Harmony.....Paw Paw
 LOOSE, RALPHVoiceNaperville
 MAIER, SOPHIAVoice, PianoAurora
 MEIER, ARTHURVoiceMarshall, Minn.
 MEIER, LOUISEPiano.....Nashua, Ia.
 MEISINGER, GERTRUDEPiano, Voice..... Naperville
 MILLER, MABEL ..Piano, Voice, Harmony, History, Public School

Music Mendon, Mich.
 MOVIUS, MARIEPiano, VoiceLidgerwood, N. Dak.
 NANNINGA, RINICEVoice, HarmonyHumboldt, Kas.
 NEUENSCHWANDER, E. J.....Voice.....Bern, Ind.
 NICKEL, ALLENViolin.....Milwaukee, Wis.
 NIERGARTH, ETHEL ..Piano, Voice, Harmony, Public School Mu-

sicReed City, Mich.
 NIERGARTH, WETAPiano, Voice, ViolinReed City, Mich.
 OERTLI, EDNAVoice.....Groton, S. Dak.
 OESTREICHER, MARTHAPiano, Voice.....Dashwood, Ont.
 PAULI, MINNIEPiano, Theory.....Bern, Kas.
 RANDALL, BESSIE..Piano, Voice, Violin, Harmony, Theory.Naperville
 RASSWEILER, VIRGINIAPianoNaperville
 REICHE, VENITAPiano, HarmonyNaperville
 RILLING, ROLLO.....HarmonyFreeport
 RISS, CLARAPiano.....Steen, Minn.
 SCHEFFNER, LILLIAN. Piano, Voice, HarmonyFreeport
 SCHMIDT, LYNDIAPiano, Voice.....Redwood Falls, Minn.
 SCHMIDT, ROSAPiano, VoiceNaperville
 SCHMIDT, W. C.....VoiceRedwood Falls, Minn.
 SCHMITZ, ZELDAPiano, Voice, HarmonyDecatur, Ind.
 SCHWEITZER, LILLIANVoice.....Hillsboro, Kas.
 SHELLEY, EDNA Piano, Voice, Harmony, Theory, Public School

MusicThree Rivers, Mich.
 SNYDER, H. H.....Voice.....Heidelberg, Ont.
 STARK, MAUDEPianoPlainfield
 STEHR, MAYTA Piano, Voice, Theory, HarmonyBonfield
 STELLMACHER, ALICE ..Piano, Voice, HistoryOlivia, Minn.
 SIEBER, PANSYPianoNaperville
 UMBACH, MYRONPiano, HarmonyNaperville
 VAN SLYKE, ZIRA ..Piano, Theory, Harmony, Violin....Ionia, Mich.
 WEBERT, ERMA ..Piano, Voice, Public School Music....Naperville

WEISS, EDITH	Voice	Nappanee, Ind.
WENDT, VIOLA	Piano, Voice, Harmony, Theory, Public School Music	Blue Earth, Minn.
WILLMING, CHAS. B.	Voice	Gillian, Mo.
WINTER, ERNA	Piano	Milwaukee, Wis.

Art Department.

BOMBERGER, EDNA	Naperville
BUCKS, MARY	Naperville
COWLES, SPENCER	Naperville
FEATHER, MAYME	Scottville, Mich.
KRAMER, RUTH	Naperville
KERSTEN, MAUDE	Ashton
MEIER, ALICE	Marshall, Minn.
MINCH, CORA	Hooppole
NONNAMAKER, MRS. EDITH	Naperville
RUST, HAZEL	Elgin
SCHMIDT, LINDA	Redwood Falls, Minn.
WINTER, ERNA	Milwaukee, Wis.

SUMMARY.

College of Arts and Sciences.

Seniors	29
Juniors	33
Sophomores	44
Freshmen	57
Special College Grade	5 168

Academy.

Fourth Year	21
Third Year	12
Second Year	30
First Year	27
Sub-Academy	12 102

German Department.

German	21	21
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School of Commerce.

Commercial Course	27	
Shorthand and Typewriting	13	
Book-keeping	2	
Penmanship	25	
Total, omitting repetitions		57

School of Music.

Piano	5	
Organ	7	
Violin	7	
Voice	54	
History	8	
Theory	12	
Harmony	26	
Public School Music	6	
Total, omitting repetitions		88

Art Department.

Painting, Drawing, Etc.....	12	12
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Total.

Total		448
Reptitions		92
Total Number of Students		356

OFFICERS OF ALUMNI ASSOCIATION

For 1912—1913.

President

G. H. SCHNEIDER, '78.

First Vice-President

F. A. LARCK, '84.

Second Vice-President

REV. G. C. GASSER, '91.

Secretary and Treasurer

ELIZABETH TURNER, '12.

Executive Committee

G. H. SCHNEIDER, '78.

F. A. LARCK, '84.

ELIZABETH TURNER, '12.

LIST OF ALUMNI.

Class of 1866.

B. F. Dreisbach, FarmerCircleville, O.
 Laura A. Pratt, (Mrs. A. Corbin)Plainfield
 Florence Sims, (Mrs. A. Jordan)Ottawa

Class of 1867.

Chas. A. Bucks, A. M., B. D., Retired Minister.....Aurora
 Melissa Davis, (Deceased).....
 Mattie H. Dreisbach, (Mrs. L. M. Ernst).....Raeco, Wash.
 E. C. Hager, A. M., LL. B., Banker, (Died February 7, 1902).....
 Mary A. Knobel, (Mrs. Spangler, Died August 29, 1907).....
 Anna M. Rohland, (Mrs. Chas. A. Bucks).....Aurora

Class of 1868.

Stephen Gascoigne, MinisterN. Yakima, Wash.
 H. H. Rassweiler, A. M.Naperville
 Ella Young, (Mrs. E. W. Hicks, Died February 11, 1902).....

Class of 1869.

Libbie Chinn, (Mrs. A. W. Sindlinger).....Denver, Col.
 Ella E. Hager, (Mrs. Chas. Fraser, Died April 6, 1883).....
 Geo. W. Sindlinger, A. M. (Died May 14, 1912).....

Class of 1870.

Maria E. Murray, (Died December 29, 1876).....
 G. C. Knobel, A. M., B. D., Field Secretary Illinois Children's
 Home and Aid Society.....Chicago
 C. F. Rassweiler, A. M.....Naperville

Class of 1871.

Amanda J. Dillman, (Died December 1, 1906).....
 Mary E. Foran, (Mrs. Dougherty).....Chicago
 L. W. Yaggy, M. S. (Died Oct. 18, 1912).....

Class of 1872.

C. C. Beyrer, M. S., Minister.....	South Bend, Ind.
T. L. Haines, A. M.....	Turlock, Calif.
Chas. N. Hazelton, M. S., M. D., Physician.....	Morrison
Chas. Nauman, M. S., M. D., Physician.....	Circleville, O.
Susie Neiswender, (Died October 13, 1877).....	

Class of 1873.

J. W. Ferner, M. S., Minister.....	Beatrice, Neb.
Duncan McGregor, A. B., Minister.....	Antwerp, N. Y.

Class of 1874.

John C. Augenstein, M. S., M. D., Physician	Batavia
Dan F. Higgins, M. S., LL. B., Attorney at Law,(Died Mar. 25, 1909)	
David Saseen, M. S.....	
Peter E. Triem, A. M., M. D., Physician, (Died 1910).....	

Class of 1875.

Rose M. Cody, M. S., at home.....	Chicago
Hiram S. Cody, M. S., (Died March 2, 1879).....	
Ida T. Goodrich, M. E. L., at home.....	Naperville
Albert Goldspohn, M. S., M. D., Physician and Lecturer, Post Graduate Medical College.....	Chicago
Mary L. Hanna, M. S., (Mrs. Beidler).....	Hinsdale
Nannie L. Sevier, M. E. L., (Mrs. Guy Sabin)....	Jonesboro, Tenn.
J. W. Troeger, A. M., Principal Public School.....	Chicago

Class of 1876.

Myron J. Ewing, A. M., M. D.....	
H. H. Goodrich, A. M., LL. B., Attorney at Law, (Died Jan. 7, 1906)	
Casper Hatz, M. E. L., Merchant.....	Aberdeen, S. Dak.
Emma Hannah, M. E. L., at home.....	Romulus, N. Y.
Chas. H. Hobart, M. E. L., Minister.....	Oakland, Cal.
W. F. Krahll, M. S., Real Estate Agent.....	Houston, Tex.
Elizabeth F. Marsh, M. S., (Mrs. B. C. Davies).....	Monrovia, Cal.
J. K. Rassweiler, A. M., (Died September 18, 1897).....	

Class of 1877.

Henry Arlen, A. M., Minister.....Winona Lake, Ind.
 Augustus Haefele, A. M., Minister.....Ottawa, Ill.
 Lizzie Keiper, M. S., (Mrs. F. G. Stauffer).....Chattanooga, Tenn.
 Henry Schneider, M. S., Minister.....Colorado Springs, Colo.
 L. M. Umbach, A. M., Professor of Biology and Geology, North-
 western CollegeNaperville

Class of 1878.

C. H. Dreisbach, A. M., Minister.....Redfield, S. Dak.
 S. J. Gamertsfelder, A. M., D. D., Ph. D., President Evangelical
 Theological SeminaryNaperville
 Mollie L. Jones, L. E. L., (Mrs. Baker).....Naperville
 Carrie N. Lewis, L. E. L.....Riverside, Cal.
 Ida V. Manbeck, L. E. C., (Mrs. Augustus Haefele).....Ottawa
 Thomas Murray, A. M., Minister, (Died April 7, 1883)
 Geo. H. Schneider, L. L. E., Real Estate.....Chicago
 J. F. Schlosstein, B. S., Editor.....Cochrane, Wis.
 Jeanette Shaw, L. E. L., Teacher.....Chicago
 Clara A. Woods, L. E. L., (Mrs. Gibbs).....
 Thomas W. Woodside, M. S., Missionary, Beguella, Angola, Africa.

Class of 1879.

A. B. Augustine, A. M., Principal Public Schools, Died April 10, 1909
 Arthur R. Cody, A. M., LL. B., Attorney-at-Law.....Chicago
 A. R. Fouser, L. E. L., M. D., Physician.....Canton, Ill.
 M. Nellie Good, M. S., (Mrs. Geo. H. Schneider).....Chicago
 Cora P. Hide, M. S., (Mrs. C. H. Dreisbach).....Redfield, S. Dak.
 H. F. Kletzing, A. M., Publisher, Died August, 1910.....
 J. F. Kletzing, A. M., Principal Public Schools.....Chicago
 Jennie Lundy, L. E. L., Died January 12, 1883).....
 Rose M. Meek, L. E. L., (Mrs. S. L. Umbach, Died Jan. 3, 1897)....
 J. S. Reinhart, M. S., Minister, Died September 9, 1893).....
 H. J. Shoemaker, M. S., M. D., Physician.....Lock Haven, Pa.
 J. G. Ziegler, M. S., Minister.....Amherst, O.

NORTH-WESTERN COLLEGE

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Class of 1880.

Ida M. Butts, L. E. L., (Mrs. Beem, Died January 3, 1890)
May I. Crampton, L. E. L., (Mrs. Andrus)Naperville
I. K. Devitt, L. E. L., Minister	.....Syracuse, N. Y.
Etta Dexter, L. E. L., (Mrs. R. A. Cushman, Died March 14, 1904)	.....
Jennie E. Goodrich, M. S., at home	.....Naperville
Bessie A. Hodges, L. E. L., (Mrs. P. H. Pileher)	.....Amboy
A. H. Huelster, A. M., Auditor	.....Oak Park
J. L. Nichols, A. M., Publisher, (Died August 18, 1895)	.....
Sarah S. Story, M. S., (Mrs. Green)	.....Scranton, Pa.
William Waltz, A. M., Professor Jurisprudence University Law School	.....Bangor, Mo.
E. C. Wicks, M. S., LL. B., Attorney-at-Law	.....Mendota

Class of 1881.

Irving Goodrich, L. E. L., Farmer	.....Naperville
D. M. Haines, L. E. L., (Died July 12, 1901)	.....
R. H. Holcomb, A. M., Real Estate	.....Aurora
H. S. Raymer, B. S., M. D., Physician	.....Cedar Rapids, Ia.
J. J. Stoll, M. S., M. D., Physician	.....Chicago
O. B. Stanard, R. M., M. D., Physician, (Died Aug. 14, 1901)	.....
J. C. Zinser, M. S., Principal Public Schools	.....Oregon City, Ore.
F. W. Zollman, B. S., LL. B., Attorney	.....St. Paul, Minn.

Class of 1882.

Emma G. Dreisbach, M. S., (Mrs. T. W. Woodside)	....W. C. Africa
Moses C. Fry, B. S., Merchant	.....Kurtzville, Ont.
Kezzie Keiper, L. E. L., (Mrs. S. H. Baumgartner), Indianapolis, Ind.	.....
U. B. Kletzing, A. B., in the employ of E. J. & G. Ry.	.....Glencoe
M. Naomi Kletzing, L. E. L., (Mrs. Kaercher)	.....Sebewaing, Mich.
Ira J. Schott, L. E. L., M. D.	.....Naperville
Mary Valentine, L. E. L., (Mrs. S. E. Taylor)	.....Fairfield
A. Lizzie Wagner, L. E. L., (Mrs. Keck, Died November 29, 1887)	....

Class of 1883.

W. F. Benkelman, B. S.	Owosso, Mich.
Allie M. Bell, L. E. L., (Mrs. Tyler)	Kansas City, Mo.
Mary S. Bucks, M. L., Professor of English Language, North-western College	Naperville
Belle C. Hunter, L. E. L., Teacher in High School	Mt. Carrol
C. W. A. Lindeman, B. S., Asst. Co. Supt.	Ottawa
T. Claire Luce, A. M., Minister	Dalton, Mass.
N. Allie Norbury, L. E. L., (Died October 27, 1898)	
Rose K. Pfeiffer, B. S., (Mrs. Luce, Died June 3, 1884)	
Lizzie B. Schreiner, B. S., (Mrs. G. W. Moyer), Salt Lake City, Utah	
Mary D. Stanger, B. S., (Mrs. Entorf)	Belgrade, Mont.
E. F. Steffen, B. S., (Died September 9, 1906)	
W. L. Walker, A. B., Real Estate	Chicago

Class of 1884.

Laura M. Beyers, L. E. L., (Mrs. E. W. Huelster)	Homer, N. Y.
William Caton, A. B., Minister, (Died Sept. 28, 1909)	
Carrie Dahlem, L. E. L., (Died June 13, 1891)	
Lida A. Griswold, L. E. L., (Mrs. C. E. Bradley)	Geary, Okla.
F. A. Larek, A. M., Principal Harriet Beecher Stowe School, Chicago	
Mary A. Messner, B. S., (Mrs. F. A. Larek, Died July 6, 1898)	
W. A. Schultz, L. E. L., Minister	Graymont
W. O. Seibert, B. S., Teacher	

Class of 1885.

E. B. Baldwin, A. M.	New York City
Elizabeth Barnard, M. S., (Mrs. Wm. Simpson)	Evanston
S. K. Heebner, B. S., (Died October 16, 1893)	
Ella M. Heidner, M. S., (Mrs. S. W. Goss)	Evanston
Naomi Knight, A. M., (Mrs. O. M. Easterday)	Palo Alto, Cal.
Emma L. Muerner, L. E. L., at home	Naperville
S. T. Schneider, L. E. L., Teacher (Died August 18, 1893)	
S. C. Schneider, B. S., Merchant	Chicago
H. C. Schultz, L. E. L., Cashier of Bank	Waterloo, Ia.
Anna E. Shortess, A. B., (Mrs. I. C. Yeakel)	Baltimore, Md.
Enos M. Spreng, A. M., Asst. Editor "Ev. Messenger,"	Cleveland, O.
J. H. Stube, B. S., Principal Jonathan Burr School	Chicago

Class of 1886.

Carrie J. Beyers, L. E. L., (Mrs. W. Strohecker).....	Chicago
Mattie Beckman, L. E. L., (Mrs. C. Strubler).....	Naperville
R. B. Ballou, L. E. L., (Died July 5, 1886).....	
L. E. Dickenson, L. E. L., LL. B., Attorney-at-Law.....	Chicago
G. J. Kirn, A. M., Ph. D., Professor of Intellectual and Moral Philosophy, Northwestern College	Naperville
S. E. Knecht, B. S., LL. B., Attorney-at-Law.....	Chicago
J. G. Litt, A. M., Minister.....	Berlin, Ont.
Maggie J. Paterson, L. E. L., (Mrs. Geo. Schmidt).....	Lake Forest
E. C. Rickenbrode, A. M., Minister.....	Panama, N. Y.
Sophia Schultz, B. S., at home.....	Stockton
S. S. Stanger, M. S., Publisher.....	Chicago

Class of 1887.

S. H. Baumgartner, L. E. L., Minister.....	Indianapolis, Ind.
H. C. Beehtel, L. E. L., Minister	Sprague, Wash.
E. C. Breithaupt, L. E. L., (Died January 27, 1897).....	
W. E. Clymer, L. E. L., M. D., Physician.....	Mt. Corey, O.
D. F. Fox, L. E. L., D. D., Minister and Lecturer....	Pasadena, Cal.
W. D. Huddle, B. S., Minister.....	Mt. Corey, O.
A. Y. Haist, B. S., Minister	Berlin, Ont.
Louis Heininger, B. S., LL. B., Attorney-at-Law, Washington, D. C.	
W. L. Lerch, A. M., Asst. Manager German Insurance Co., Chicago	
Hattie C. Miller, B. S., (Mrs. S. Stevens).....	Naperville
J. W. Michael, L. E. L., Minister.....	Smyerton
Ida M. Pahlman, L. E. L., Principal Public Schools.....	Chicago
James I. Seder, A. M., Supt. Anti-Saloon League.....	
.....	Albuquerque, N. Mex.
F. E. Seager, B. S., LL. B., Attorney-at-Law.....	Fremont, O.
L. H. Seager, L. E. L., D. D., Pres. N. W. College....	Naperville, Ill.
A. H. Utzinger, M. S., Minister.....	Minneapolis, Minn.
Ira J. Schmucker, L. E. L., Traveling Salesman.....	Gibsonburg, O.

Class of 1888.

E. W. Averill, A. B., Minister.....	Ft. Wayne, Ind.
Hope R. Cody, B. S., LL. B., (Died November 7, 1899).....	
J. G. Fidler, A. B., Minister.....	Chicago

J. A. Hielscher, L. E. L., M. D., Student University of Missouri	Rollo, Mo.
Cora L. Haines, L. E. L., (Mrs. Jas. Boyer)	Adamsville, Mich.
Ellen S. Haines, L. E. L., Teacher	South Bend, Ind.
Peter C. Koch., A. B., Minister	Macquoketa, Ia
H. A. Kramer, A. M., Editor S. S. Literature	Cleveland, O.
E. L. Kletzing, A. M., Principal Rose Hill Schools	Chicago
J. J. Klopp, L. E. L., Minister	Stanton, Neb.
S. R. Meck, L. E. L., Principal George Washington School, Chicago	
Laura E. Muerner, L. E. L., at home	Naperville
Zilia Mather, L. E. L., (Died September 28, 1890)	
Frank C. Neitz, A. M., Minister	St. Charles
H. Plantikow, L. E. L., Minister	St. Paul, Minn.
W. F. Ross, A. B., Farmer	Havelock, Ia.
Fannie E. Smith, M. S., (Mrs. F. Hildreth)	Terre Haute, Ind.
J. A. Snyder, A. B., Fruit Business	New Orleans, La.
Jennie M. Thompson, L. E. L., (Mrs. G. Losey)	Lincoln, Neb.

Class of 1890.

Blanche H. Belmont, B. S., (Mrs. W. L. Lerch)	Glen Ellyn
J. H. Breasted, A. M., Ph. D., Professor of Egyptology, University of Chicago	Chicago
Emma L. Lerch, B. S., Matron Sanitarium	Lamanda Park, Cal.
W. B. Rilling, L. E. L., Minister	Freeport
Mattie E. Smith, A. B., (Mrs. R. E. Travis)	Belleville, N. J.
C. W. Wagner, L. E. L.	Zion City

Class of 1891.

G. C. Gasser, M. S., B. D., Minister	Oswego
W. A. Schutte, A. M., Minister	Naperville
H. C. Schluter, M. S., Minister	Radcliffe, Ia.

Class of 1892.

J. A. Hertel, B. S., Hertel & Jenkins Company	Naperville
J. L. Stroh, B. S., LL. B., Attorney-at-Law	San Antonio, Tex.

Class of 1893.

Anna D. Elfrink, B. L., (Mrs. Brough).....	Hebron, Ind.
Carrie Gamertsfelder, B. S.....	
Mary Gamertsfelder, B. S., Missionary.....	East Africa
W. H. Gamertsfelder, B. S., Minister, (Died May 9, 1909).....	
C. F. Hillman, M. S., Minister.....	Cedar Rapids, Ia.
G. W. Miller, B. S., Minister.....	Lorain, O.
Eldon Rannie, B. S., Farmer.....	Argos, Ind.
M. Schoenleben, B. S., B. D., Minister.....	Mankato, Minn.
H. M. Tayama, A. M., B. D., Teacher Seminary.....	Tokio, Japan

Class of 1894.

J. H. Breish, M. S., Minister.....	Dayton, O.
Thos. Finkbeiner, Ph. M., B. D., Professor of German, and Prin- cipal of Academy, N. W. College.....	Naperville
J. A. Giese, B. S., Minister.....	Geneseo
A. B. Haist, B. S., Minister.....	Olney
G. C. Meyer, A. M., Minister.....	Binghamton, N. Y.
G. P. Nauman, M. S.....	Mendota, Ill.
H. C. Nauman, B. S.....	Alexandria, Ind.
E. E. Rife, M. S., Minister.....	Buffalo, N. Y.

Class of 1895.

J. H. Brand, Ph. B., Minister.....	Louisville, Col.
H. A. Britzius, M. S., Principal Public Schools....	Minneapolis, Minn.
August Daeschner, Ph. M., Principal Public Schools....	Brighton, Col.
O. E. Ferner, B. S., Principal Public Schools.....	Radcliffe, Ia.
Mamie E. Heidner, Ph. M., (Mrs. H. D. Guelich)....	Emporia, Kan.
Clara M. Iwan, Ph. M., Teacher.....	Streator
J. F. Oyer, B. S., Merchant.....	Hennesey, Okla.
L. J. Stark, B. S., LL. B., Attorney-at-Law.....	Denver, Col.
F. P. Schumacher, B. S., Professor Arkansas Conference College	Siloam Springs, Ark.

Class of 1896.

C. B. Bowman, A. M., B. D., Professor of Social and Political Science, Northwestern College	Naperville
C. P. Cawelti, B. S., Minister.....	La Porte City, Ia.
Ezra E. Miller, Ph. B., Manager Nichols Publishing Co..	Naperville
M. E. Nonnamaker, A. M., B. D., Professor of Physics and Chemistry, N. W. College.....	Naperville
J. H. Rilling, B. S., Minister.....	Rochester, Ind.
J. C. Schaefer, B. S., Minister.....	Freeport
Clara Smith, B. S., (Mrs. J. C. Zehnder).....	St. Paul, Minn.
H. A. Smith, A. B., Prof. of Music.....	Chicago
W. H. Umbach, B. S.....	New Hamburg, Ont.
Susie R. Wickel, B. S., (Mrs. L. Oswald).....	Naperville
J. C. Zehnder, B. S., LL. B., Attorney-at-Law.....	St. Paul, Minn.

Class of 1897.

H. D. Guelich, A. M., Director Conservatory of Music..	Emporia, Kan.
S. M. Hauch, Ph. B., Minister.....	Morrison, Ont.
G. B. Kimmel, A. B., Minister.....	Indianapolis, Ind.
Alden Knickerbocker, B. S.....	Chicago
E. J. Oliver, A. B., Minister, (Died April 15, 1901).....	
G. F. Rassweiler, Ph. B., Minister.....	Ogden, Utah
Lucy J. Smith, B. S., (Mrs. W. L. Naumann).....	Tiffin, O.
C. H. Vandersall, B. S., Minister.....	Perrysburg, O.

Class of 1898.

B. F. Elfrink, B. S., M. D., Physician.....	Chenoa
Felix M. Gingerich, A. B., Minister.....	So. Bethlehem, Pa.
John J. Heilman, B. S., Y. M. C. A. Secretary.....	California
Walter J. Miller, B. S., LL. B., Attorney-at-Law.....	Chicago
Edna G. Sindlinger, A. M., R. N., Nurse.....	Chicago
S. J. Umbreit, Ph. M., Missionary.....	Tokio, Japan
W. A. Vandersall, A. B., Evangelist.....	Findlay, O.

Class of 1899.

Susan M. Bauernfeind, Ph. M., Missionary.....	Tokio, Japan
Adelaide B. Elfrink, B. L., (Mrs. H. Langhorst).....	Elmhurst
Herman A. Franzke, Ph. B., Minister.....	Whitewater, Wis.
Anna Kammerer, Ph. M., (Mrs. C. E. Ranck), Shen Chow Fu, China	
Christina Koch, Ph. B., Teacher.....	Humboldt, Minn.
Gustavus Krinke, Ph. B., Minister.....	North Redwood, Minn.
Henry L. Muerner, Ph. B., Minister.....	Campden, Ont.
W. L. Naumann, Ph. B., Minister.....	Tiffin, O.
Clarence E. Ranck, Ph. M., Missionary.....	Shen Chow Fu, China
Elmina E. Ranck, Ph. M., Missionary.....	Tokio, Japan
Frederick H. Shoedinger, Ph. B., LL. B., (Died 1911).....	
Frederick H. Schuermeier, M. S., M. D., Physician.....	Elgin, Ill.
Benjamin B. Van Kannel, Ph. B., Salesman.....	New York City
Florence S. Yaggy, A. B., (Mrs. C. H. Vandersall)...	Perrysburg, O.

Class of 1900.

Mae E. Ballou, B. L., (Mrs. B. Beckman).....	Naperville
Frederick G. Behner, A. M., Minister.....	Fargo, N. Dak.
Lafayette L. Orth, Ph. B., Minister.....	Warner, Alta.
S. A. Reik, B. S., Merchant.....	Sioux Falls, S. Dak.
S. J. Stauffacher, Ph. B.....	Monroe, Wis.
Warren F. Teel, Ph. M., Principal Schuylkill Seminary, Reading, Pa.	
Christian J. Wuertz, Ph. B.....	Buhl, Idaho
Elizabeth M. Yost, B. S., (Mrs. R. N. Ballou).....	Naperville

Class of 1901.

Wm. E. Birr, Ph. M., Teacher High School.....	St. Louis, Mo.
John W. Haman, Ph. M., Minister.....	Seattle, Wash.
W. C. Hallwachs, Ph. B., Asst. Editor S. S. Literature, Cleveland, O.	
Elva M. Harter, M. S. (Mrs. H. H. Hendricks).....	Everett, Wash.
Herman H. Hendricks, A. M., LL. B., Attorney-at-Law, Everett, Wash.	
Luella E. Kiekhoefer, Ph. M., Instructor Modern Languages..	
.....	Mexico, Mo.
Mayme E. Kiekhoefer, Ph. M., (Mrs. J. J. Bohlander).....	
.....	Montevideo, Minn.

Edwin D. McHose, Ph. M., Professor of Science, Schuylkill Sem-
inary Reading, Pa.
Edward W. Niederhauser, Ph. B., (Died August 29, 1905).....
Bert Slick, B. S., D. D. S., Dentist.....Naperville
Chas. A. Smith, A. B. (Died October 20, 1908).....

Class of 1902.

Warren A. Baker, Ph. B., Editor.....New York City
August Bast, B. S., Teacher.....Elmwood, Neb.
John J. Bohlander, Ph. M., Supt. of Schools....Montevideo, Minn.
Edith L. Fox, Ph. B., (Mrs. Brandenburg).....Sturgis, Mich.
John J. Franzke, Ph. M., Attorney-at-Law.....Marinette, Wis.
Luella V. Granger, M. S., (Mrs. A. C. Unger).....Philadelphia
Ida L. Hatz, Ph. B., (Mrs. J. F. Bohler).....Pullman, Wash.
Frank W. Heilman, Ph. B.....Portland, Ore.
Chas. Hetche, A. B., Director of Music.....Naperville
Winifred D. Keller, A. B., (Mrs. W. C. Hallwachs)....Cleveland, O.
Frank Naegli, A. M., Medical Student.....Chicago
H. C. Powell, A. B., Minister.....Des Moines, Ia.
Laura Rich, B. S., (Mrs. M. Garman).....Naperville
Bertha E. Simpson, Ph. M., Missionary.....East Africa
Chas. C. Stettbacher, Ph. B., Minister.....Sherburne, Minn.
W. C. Uebele, Ph. B., Minister.....Racine, Wis.
Esmeralda Umbach, B. S., (Mrs. W. J. Miller).....Chicago
Lulu Wagner, Ph. B., (Mrs. S. A. Reik).....Sioux Falls, S. Dak.
Daniel H. Wing, Ph. B., S. S. Sec.....Regina, Sask., Can.
Richard H. Zachman, Ph. B., Minister.....Oglesby

Class of 1903.

Adam E. Diller, B. S., M. D., Physician.....Aurora
Jacob H. Ehlers, B. L., Minister.....Memphis, Tenn.
Etta L. Ernst, B. L., (Mrs. E. Olp).....Evanston
Nellie Frank, A. B., (Mrs. Chas. A. Smith).....Elkhart, Ind.
Ethel Gibson, Ph. B., Librarian N. W. College.....Naperville
R. L. Gress, Ph. B., Minister.....Model Town, N. Y.
Ernest Kelhofer, A. B., Missionary.....China
Lora C. Minch, Ph. B., (Mrs. A. Butzbach)..Shen Chow Fu, China

O. C. Penticoff, Ph. M., Minister.....	Caro, Mich.
Clifford D. Rarey, B. S., Minister.....	Kennewick, Wash.
A. R. Rickli, M. S., M. D., Physician.....	Naperville
F. Schumacher, Ph. M., Teacher, High School....	Sioux Falls, S. Dak.
C. J. Stauffacher, B. S., Medical Missionary.....	
.....	Inhambane, Portuguese E. Africa
R. C. Stoll, Ph. M., Minister.....	Alliance, O.
Walter L. Wenger, Ph. M., LL. B., Attorney-at-Law.....	Chicago

Class of 1904.

Albert Butzbach, Ph. B., Missionary.....	Shen Chow Fu, China
Gustav J. Degenkolb, Ph. M., Minister.....	Peoria
W. C. Gunther, Ph. M., Minister	Chicago
Milton G. Husser, Ph. M.....	Kansas City, Mo.
Lillian F. Kiekhoefer, Ph. M., (Mrs. H. E. Griebenow).....	
.....	Mountain Lake, Minn.
Wm. H. Kiekhoefer, Ph. B., Fellowship University of Wisconsin	
.....	Madison, Wis.
Chas. F. Kliphardt, Ph. B., Minister.....	Junction City, Kan.
Delbert C. Ostroth, Ph. M., Minister.....	Ionia, Mich.
Wm. W. Peter, Ph. M., Medical Missionary..	Shen Chow Fu, China
John F. D. Schneider, Ph. M., Salesman.....	Salt Lake City, Utah
Lawrence Sohl, Ph. M., Minister.....	Clinton, Ia.
Daniel W. Staffeld, Ph. B., Minister.....	Pawtucket, R. I.
Edward M. Umbach, A. M., Minister.....	Prairie View

Class of 1905.

Charles F. Boller, A. M., Editor.....	Port Allegheny, Pa.
Lester L. Bower, Ph. B., Teacher in High School.....	Cleveland, O.
Geo. F. Carrier, Ph. M., Minister.....	Lockport
H. E. Griebenow, Ph. B., Teacher in High School.....	
.....	Mountain Lake, Minn.
G. R. Ingalls, Ph. B., Teacher Agricultural School...	Eau Claire, Wis.
Lena M. Lenhardt, B. L., Teacher.....	
F. W. Luehring, Ph. M., Asst. Physical Director..	Princeton, N. J.
C. E. Maves, Ph. M., Minister.....	Norwalk, Wis.
W. A. Nonnamaker, M. S., Teacher.....	Duluth, Minn.

F. K. Rich, Ph. M., Minister.....	Sheridan
J. W. Schafer, Ph. B.....	Osawatomie, Ks.
Ella M. Schneller, Ph. M., (Mrs. D. H. Wing).....	Regina, Sask.
W. H. Schuster, Ph. M., Minister.....	Pittsburg, Pa.
Edwin L. Theiss, A. M., Prof. of Latin, Carrol College.....	
.....	Waukesha, Wis.
Edward G. Vaubel, Ph. M., Minister.....	Pearl City
A. H. Voegelien, Ph. M., Orchardist.....	Roseburg, Ore.

Class of 1906.

O. M. Albig, A. M., Professor of Greek Language and Literature	
Northwestern College	Naperville
Rose Barnard, B. S., at home.....	Naperville
Leila N. Danuser, Ph. B., (Mrs. E. L. Buehler) ..	Crown Point, Ind.
J. G. Feucht, Ph. M., Minister.....	Walnut
Felix F. Herzog, Ph. B., Teacher, (Died Dec. 15, 1907).....	
E. E. Keiser, Ph. B., Minister.....	Chicago
Agnes Peebles, Ph. B., (Mrs. C. Hirschman).....	Ft. Wayne, Ind.
Geo. Schlafer, Ph. B., Supt. of Schools.....	Ida Grove, Ia.
Frederick S. Seegmiller, Ph. B., Teacher.....	Elberon, Ia.
G. A. Stierle, Ph. B., Minister.....	West Salem, Ill.
H. H. Strubler, B. S., with Hertel & Jenkins Co.....	Chicago
D. O. Wise, Ph. M., Minister.....	Louisville, Ky.
F. A. Zeller, Ph. B., Minister.....	Swift Current, Sask.

Class of 1907.

Clyde E. Boyer, A. B., Minister.....	Ft. Wayne, Ind.
Robert W. Duel, Ph. B., Minister.....	Sauk Center, Minn.
Edwin E. Erffmeyer, Ph. B., Minister.....	Marion, Kan.
Arthur A. Franzke, Ph. B., Supt. of Schools.....	Paw Paw
Mabel E. Gamertsfelder, A. B. (Mrs. F. C. Armstrong),	Detroit, Mich.
Theodore L. Harder, Ph. B., Salesman.....	Sacramento, Cal.
Carl A. Hirschman, Ph. B., Minister.....	Ft. Wayne, Ind.
Charles E. Lamale, A. B., Minister.....	Napoleon, O.
Albert W. Marker, A. B., Teacher.....	Logansport, Ind.
Paul S. Mayer, Ph. B., Missionary.....	Tokio, Japan
William W. Nash, Ph. B., Minister.....	Cowiche, Wash.

Edwin J. Nickell, Ph. B., Minister.....	Neenah, Wis.
Elmer R. Schutz, B. S., Teacher in High School....	North Platte, Neb.
Paul J. Speicher, B. S., Pres. Independent Telephone Co.....	
.....	Urbana, Ind.
Harry E. Straub, Ph. B., Minister.....	Downers Grove
William M. Vogel, B. S., Principal High School....	Miles City, Mont.

Class of 1908.

Chester J. Attig, Ph. B., Professor of History, Northwestern College	Naperville
R. M. Broadbooks, Ph. B., Minister.....	Grafton, N. Dak.
Augusta B. Buscho, Ph. B., Teacher in High School, Montevideo, Minn.	
Edwin F. George, Ph. B., Minister.....	Columbus, O.
E. E. Gloege, Ph. B., Principal High School.....	Madison, Minn.
Harry W. Graunke, Ph. B., Minister.....	Bucyrus, O.
S. F. Hilgenfeld, Ph. B., Minister.....	Napa, Cal.
Albert A. Krug, Ph. B., Minister.....	Iron River, Wis.
Fannie Lauver, Ph. B., Instructor in English, N. W. C....	Naperville
Alice Niederhauser, Ph. B., Missionary.....	China
Milton W. Strahler, B. S.....	
Sara Wellner, Ph. B., (Mrs. L. Schneller).....	Wausau, Wis.

Class of 1909.

G. E. Alstadt, Ph. B., Theological Student, Boston University....	
.....	Boston, Mass.
John M. Beck, Ph. B., Minister.....	Grand Island, N. Y.
R. T. Daeschner, Ph. B.....	Preston, Neb.
C. E. Deetz, B. S., Teacher of Science, High School, So. Wayne, Wis.	
Lucinda Dennstedt, Ph. B., Teacher in High School, Bloomfield, Neb.	
Alda L. Devitt, Ph. B., Teacher in High School.....	Harvard
Carl C. Gamertsfelder, A. B., Teacher in High School..	Decorah, Ia.
Marie Gocker, Ph. M.....	Naperville
A. W. Gross, Ph. B., Teacher.....	Winslow
Wm. H. Halmhuber, Ph. B., Minister.....	Highland Park
Edward Himmel, B. S., Instructor in Science, Northwestern Col- lege	Naperville
Gerald Kirn, Ph. B., Teacher of Science, High School, Faribault, Minn.	

W. W. Krueger, Ph. B., Minister.....	Dorchester, Wis.
Lucas Nanninga, Ph. B., Minister.....	Cummings, Kans.
W. B. Oldt, Ph. B., Minister.....	So. Chicago
H. B. Schaeffer, Ph. B., Minister	Chicago
Benj. J. Schirer, A. B., Teacher, High School.....	Peoria
Benj. T. Schwab, Ph. B., Minister.....	Crofton, Neb.
John S. Stamm, Ph. B., Minister.....	Oak Park
Mabel L. Tillson, Ph. B., Teacher.....	Des Plaines

Class of 1910.

Lillian Arends, B. S., (Mrs. Priem).....	Chicago
Florence Erffmeyer, Ph. B., Missionary	Japan
Lewis Feik, B. A., Teacher in High School.....	Washington
W. S. Gamertsfelder, B. A., Minister.....	Kenmore, O.
Emil Grutzmacher, Ph. B.....	Rogers Park
Colin Higgins, B. S., Teacher High School.....	Savannah
John P. Himmel, B. S., Teacher.....	Radcliffe, Ia.
R. B. Leedy, B. A., Minister.....	Bettsville, O.
C. D. Loose, B. A., Teacher.....	Washington, Ia.
Andrew J. Mattill, B. S., Teacher High School.....	Seward, Neb.
E. J. Miller, Ph. B., Teacher High School.....	Savannah
H. W. Priem, B. S., Physician.....	Chicago
C. I. Roller, B. A., Ph. B., Teacher.....	Monmouth
G. H. Roller, B. A., Ph. B., Teacher.....	Marquette, Mich.
W. W. Schirmer, Ph. B., Teacher.....	Enderlin, N. Dak.
Lena M. Schroeder, Ph. B., (Mrs. E. Schmalzried)	Flat Rock, O.
Clinton F. Smith, Ph. B., Student E. T. S.....	Naperville
A. D. Stauffacher, B. A., Missionary.....	Tokio, Japan
D. Vaubel, Ph. B.....	
Lewis Weide, Ph. B., Minister.....	Green, Kan.

Class of 1911.

Jerry Behrns, Ph. B., Minister.....	Cullom
Edward F. Brand, Ph. B., Minister.....	Morristown, Minn.
Rennie Bushweiler, A. B., Teacher.....	Neshkoro, Wis.
M. C. Elmer, B. S., Graduate Student Univ. of Illinois.....	Urbana
H. Feucht, Ph. B., Teacher.....	La Grange, Mo.

Elsie H. Giese, A. B., Teacher High School.....	Dallas City
Elmer D. Graper, A. B., Teacher, Bradley Polytechnic School, Peoria	
H. A. Kellerman, A. B., Student in E. T. S.....	Naperville
C. H. Kolander, B. L., Minister.....	Arcadia, Wis.
Ada B. Leffler, Ph. B., at home.....	Naperville
Henry A. Lipp, B. S., Teacher High School.....	Fond du Lac, Wis.
Ira Oertli, B. S., Teacher High School.....	Camby, Minn.
Benj. A. Piper, B. L., Lawyer.....	Naperville
W. E. Schilling, A. B., Student E. T. S.....	Naperville
Elmer Schmalzried, A. B., Teacher.....	Flat Rock, O.
Mark Schmidt, B. S., Teacher.....	Holly Springs, Miss.
S. E. Schrader, A. B., Student in E. T. S.....	Naperville
Netta A. Schutz, Ph. B., Teacher.....	Decatur, Ind.
Velma Seeder, B. A., Teacher High School.....	Kasson, Minn.
A. E. Teichman, B. S.....	
Lulu Umbach, B. S., Teacher High School.....	Belvidere
Alice Voegelien, Ph. B., Teacher High School.....	Lewiston
C. B. Wahl, A. B., Teacher.....	Sheffield, Ia.
W. L. Zabel, A. B., Minister	Washington, Kas.

Class of 1912.

I. L. Baumgartner, A. B., Student E. T. S.....	Naperville
Effie Berger, B. S., Teacher.....	Jacksonville
Edith Mae Broadbooks, B. L., Missionary.....	Belgaum, India
Maybelle Danuser, B. L., Teacher.....	Terre Haute, Ind.
E. S. Faust, B. S., Student E. T. S.....	Naperville
Herbert S. Frank, B. S., Student E. T. S.....	Naperville
Alexander R. Freeman, B. A., Boys' Secretary Y. M. C. A.....	
.....	Newark, N. J.
C. F. Gackeler, B. A., Minister.....	Saginaw, Mich.
Judson Gamertsfelder, B. A.....	Naperville
Esther Hatz, B. L., at home.....	Prairie du Sac, Wis.
A. E. Hemmer, B. A., Teacher	Somerville, Ind.
A. M. Holtzman, B. A., Teacher.....	Marengo, Ia.
Harry J. Kolb, B. S., Student University of Chicago.....	Chicago
C. A. Lang, B. A., Student E. T. S.....	Naperville
Ralph W. Loose, B. A., Student E. T. S.....	Naperville
P. M. Mattill, B. S., Teacher.....	Olivia, Minn.

Newton L. Miller, B. S., Teacher.....	Mellen, Wis.
H. E. Mueller, B. A., Student E. T. S.....	Naperville
George C. Pullman, B. A., Student E. T. S.....	Naperville
F. A. Render, B. A., Student E. T. S.....	Lisle
G. L. Schaller, B. A., Teacher.....	Elgin
H. Schrammel, B. A., Teacher	Aurora, Minn.
Franklin C. Schwartz, B. A., Teacher.....	Barbourville, Ky.
I. L. Schweitzer, B. A., Student E. T. S.....	Naperville
H. Trautman, B. A., Teacher.....	Mendota
Elizabeth Turner, B. A., Teacher	Paw Paw
Arnold A. Vieth, B. S., Teacher.....	Maquoketa, Ia.
Belle Voegelein, B. A., Student Univ. of Illinois.....	Urbana
H. W. Voight, B. A., Teacher.....	Mendota

Whole Number of Alumni.

Ladies	131
Gentlemen	345
	<hr/>
Total	476

Number of Alumni Living.

Ladies	115
Gentlemen	321
	<hr/>
Total	436

ALPHABETICAL REGISTER OF THE ALUMNI.

Albig, Orville M.....	'06	Brand, Ed. F.	'11
Alstadt, G. E.....	'09	Breasted, J. H.	'90
Arends, Lillian M.....	'10	Breish, J. H.	'94
Arlen, Henry	'77	Breithaupt, E. C.	'87
Attig, Chester	'08	Britzius, H. A.	'95
Augenstein, J. C.	'74	Broadbooks, R. M.	'08
Augustine, A. B.	'79	Broadbooks, Edith Mae....	'12
Averill, E. W.....	'88	Bucks, Chas. A.	'67
Baker, Warren A.	'02	Bucks, Mary S.	'83
Baldwin, E. B.	'85	Buscho, Augusta	'08
Ballou, Mae E.	'00	Bushweiler, R.	'11
Ballou, R. B.	'86	Butts, Ida M.	'80
Barnard, Elizabeth	'85	Butzbach, Albert	'04
Barnard, Rose A.	'06	Caton, William	'84
Bast, August	'02	Cawelti, G. P.	'96
Bauernfeind, Susan M. ...	'99	Chinn, Libbie	'69
Baumgartner, S. H.	'87	Clymer, W. E.	'87
Baumgartner, I. L.	'12	Cody, Hiram S.	'75
Beck, John M.	'09	Cody, Hope R.	'88
Beckman, Mattie	'86	Cody, Rose	'75
Behner, F. G.	'00	Cody, Arthur B.	'79
Behrns, Jerry	'11	Crampton, Mae I.	'80
Bechtel, H. C.	'87	Courier, G. F.	'05
Bell, Allie M.	'83	Daeschner, August	'95
Belmont, Blanche	'90	Daeschner, R. T.	'09
Benkleman, W. F.	'83	Dahlem, Carrie	'84
Berger, Effie	'12	Da Nuser, Leila	'06
Beyers, Laura M.	'84	Danuser, Maybelle	'12
Beyrer, C. C.	'72	Davis, Melissa	'67
Birr, W. E.	'01	Deetz, C. E.	'09
Bohlander, J. J.	'02	Degenkolb, G. J.	'04
Boller, Chas. F.	'05	Dennstedt, Lucinda	'09
Bower, Lester L.	'05	Devitt, Alda	'09
Bowman, C. B.	'96	Devitt, I. K.	'80
Boyer, C.	'07	Dexter, Etta	'80
Brand, J. H.	'90	Dickinson, L. E.	'86

Diller, Adam E.	'03	Gamertsfelder, W. H.	'93
Dillman, Amanda J.	'71	Gamertsfelder, W. S.	'10
Dreisbach, Emma G.	'82	Gamertsfelder, Mabel	'07
Dreisbach, B. F.	'66	Gamertsfelder, Carl	'09
Dreisbach, C. H.	'78	Gamertsfelder, Judson	'12
Dreisbach, Mattie H.	'67	Gascoigne, Stephen	'68
Duel, R.	'07	Gasser, Geo. C.	'91
Ehlers, Jacob H.	'03	George, Edwin	'08
Elfrink, Adelaide B.	'99	Gibson, Ethel	'03
Elfrink, Anna D.	'93	Giese, J. A.	'94
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Elmer, M. C.	'11	Gingrich, Felix M.	'98
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Erffmeyer, Florence	'10	Gocker, Marie	'09
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Ewing, Myron J.	'76	Good, Nellie	'79
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Feik, Lewis W.	'10	Goodrich, Ida T.	'75
Ferner, J. W.	'73	Goodrich, Irving	'81
Ferner, O. A.	'95	Goodrich, Jennie	'80
Feucht, Jacob G.	'06	Granger, Luella V.	'02
Feucht, Herman	'11	Graper, E. D.	'11
Fidder, J. G.	'88	Graunke, Harry	'08
Finkbeiner, Thos.	'94	Gress, R. L.	'03
Foran, Mary E.	'71	Griebenow, H. E.	'05
Fouser, A. R.	'79	Griswold, Lida A.	'84
Fox, D. F.	'87	Gross, A. W.	'09
Fox, Edith L.	'02	Gruetzmacher, Emil A.	'10
Frank, Nellie E.	'03	Guelich, H. D.	'97
Frank, Herbert	'12	Gunther, W. C.	'04
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Gamertsfelder, Mary	'93	Haist, A. Y.	'87

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Halmhuber, W. H.	'09	Hyde, Cora P.	'79
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Higgins, Coltn	'10	Knight, Naomi	'85
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Reik, S. A.	'00	Schuermeier, F. C.	'99
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Rich, F. K.	'05	Schultz, W. A.	'84
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Rickenbrode, E. C.	'86	Schumacher, Ferdinand ...	'03
Rickli, Arthur	'03	Schuster, W. H.	'05
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Rilling, J. H.	'96	Schutz, E.	'07
Rilling, W. B.	'90	Schutz, Netta A.	'11
Rohland, Anna M.	'67	Schwab, Benj. T.	'09
Roller, C. I.	'10	Schwartz, Frank	'12
Roller, G. H.	'10	Schweitzer, I. L.	'12
Ross, W. F.	'88	Seager, F. E.	'87
Sasseen, David	'74	Seager, L. H.	'87
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Smith, Mattie E.	'90	Vandersall, W. A.	'98
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Snyder, J. A.	'88	Vaubel, E. G.	'05
Sohl, Lawrence	'04	Vaubel, Daniel J.	'10
Spreng, E. M.	'85	Vieth, Arnold	'12
Speicher, P. J.	'08	Voegelein, A. H.	'05
Staffeld, D. W.	'04	Voegelein, Belle	'12
Stamm, J. S.	'09	Vogel, W. M.	'07
Stanard, O. B.	'81	Voegelein, Alice	'11
Stanger, Mary D.	'83	Voight, H. W.	'12
Stanger, S. S.	'86	Wagner, C. W.	'90
Stark, L. J.	'95	Wagner, Lizzie A.	'82
Stauffacher, A. D.	'10	Wagner, Lulu	'02
Stauffacher, C. J.	'03	Wahl, C. B.	'11
Stauffacher, S. J.	'00	Walker, W. L.	'83
Steffen, E. F.	'83	Waltz, William	'80
Stettbacher, C. C.	'02	Wellner, Sarah	'08
Stierle, G. A.	'06	Weide, L. G.	'10
Stoll, S. J.	'81	Wenger, W. L.	'03
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Straub, H. E.	'07	Wise, David O.	'06
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Strubler, H. H.	'06	Woodside, Thos. W.	'78
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Tayama, H. M.	'93	Yaggy, L. W.	'71
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Triem, Peter E.	'74	Zeller, Francis A.	'06
Troeger, J. W.	'72	Ziegler, J. C.	'79
Turner, Elizabeth	'12	Zinser, J. C.	'81
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SCHEDULE OF RECITATIONS FOR 1913-14.

Chapel 9:30.

7:30

Algebra 1st year.....G	
Astronomy*G	
Botany, Elementary† .....G	
Ethics† .....6	
Greek, 1st year .....7	
Latin, 2nd year (1) .....5	
Physics, College .....G	
Political Science .....33	
Zoology, Advanced .....G	
Zoology, Elementary* .....G	

10:00

Algebra, College (1)* .....G	
Botany, General† .....G	
Chemistry, Advanced .....G	
English, 1st year (2) .....34	
English, Sophomore (1)....G	
German, Grammar .....11	
German, 2nd year prose ....36	
Greek, 4th year .....7	
History, Medieval .....G	
History, English .....G	
Latin, 4th year .....5	
Latin, 3rd year .....35	
Literature, American (1) ...12	
Science of Religion .....6	
Trigonometry (1)† .....G	
Zoology, General* .....G	

11:00

8:30

Botany, Advanced .....G	
English, 1st year (1) .....34	
French, 1st year .....31	
Geometry (1) .....G	
Greek, 3rd year .....7	
Latin, 2nd year (2) .....5	
Logic (1)† .....6	
Psychology (1)* .....6	
Rhetoric, Elementary (1) ..12	
Sociology .....33	

Chemistry, Analytical .....G	
Economics* .....33	
English, Freshman (1) .....G	
Geology† .....G	
German, Eng., 1st year.....31	
German, Eng., 3rd year ....11	
History, Ancient .....G	
Literature, Elem. Eng.....12	
Philosophy .....6	

* First Semester only.

† Second Semester only.

1:00

Biology, Advanced	G
Chemistry, General	G
Civics†	33
English, Junior	G
English, Sophomore (2)	G
Geometry, Analytical*	G
Latin, 1st year (1)	35
Latin, 5th year	5
Physics, Elementary	G
Surveying†	G

2:00

Algebra, 2nd year	G
Chemistry, Elementary	G
Constitutional Law*	33
English, Freshman (2)	G
French, 2nd year	31
Geometry (2)	G
German Literature	36
German, Eng., 4th year....	11
International Law†	33
Literature, American (2)...	12
Physiology	G

3:00

Algebra, College (2)*.....	
Education	
German, Eng., 2nd year.....	
Greek, 2nd year.....	
Latin, 1st year	
Rhetoric, Elementary (2)....	
Trigonometry†	

(Hour to be determined for the following):

Child Psychology	
French, 3rd year.....	
German Philology	
Greek History, Adv.....	
Greek Poets	

* First Semester only.
† Second Semester only.

FORM OF BEQUEST.

IN THE NAME OF THE BENEVOLENT FATHER OF ALL,
 I, A..... B.....,
 of, do make and publish this my last will
 and testament, as follows:

I give and devise to the TRUSTEES OF NORTHWESTERN
 COLLEGE, and their successors and assigns forever, the following
 lands and tenants
 (Description) in County, in the State of

I give and bequeath to the TRUSTEES OF NORTHWESTERN
 COLLEGE the sum of dollars, to be paid by my
 executor out of my estate within months after my
 decease.

In testimony whereof, I hereto subscribe my name and affix my
 seal, this day of, A. D.

(Seal) A..... B.....

Signed and acknowledged by the above named A.....
 B....., testator, as his last will and testament, in our
 presence, and signed by us in his presence and at his request, as
 subscribing witnesses to the foregoing last will and testament at the
 date last aforesaid.

C..... D.....

E..... F.....

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North-Western Conference Bulletin is published January, April, July and October.

Entered at the Post Office, Naperville, Illinois as second class matter January, 2 1912, under the act of July 16, 1894.

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North-Western College . . . Bulletin

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1913-1914

Naperville, Illinois

April 1914

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North-Western
College

For the Fifty-Third Session
1913--1914

WITH ANNOUNCEMENTS FOR 1914-1915

NAPERVILLE, ILLINOIS
APRIL 1914

CORRESPONDENCE.

Correspondence addressed to the President of North-Western College may be expected to reach the proper department.

All requests for annual catalogs and other publications of the College, as well as all inquiries concerning entrance requirements should be addressed to the President.

Correspondence relating to the work of the Academy of North-Western College may be addressed to the Principal.

Correspondence pertaining to general matters of business should be addressed to the Treasurer.

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..	1	1	2	3	4	5	1	2	3	1	2	3	4	5	6	7
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CALENDAR 1914-1915.

1914

February 9—Second Semester Begins	Monday
March 20—College Oratorical Contest, Good Prize.....	Friday
March 30—Spring Term Begins	Monday
April 17—Academy Oratorical Contest, Elgin Prize	Friday
May 15—Freshmen Contest, Heatherton Prize	Friday
May 17—College Day	Sunday
May 30—Memorial Day	Saturday
June 5—Exercises of Department of Modern Languages....	Friday
June 12—Graduating Exercises of School of Commerce.....	Friday
June 14—Morning, Baccalaureate Sermon	Sunday
June 14—Evening, Sermon before Graduates of Academy....	Sunday
June 15—Graduating Exercises of School of Music.....	Monday
June 16—Graduating Exercises of the Academy	Tuesday
June 17—Senior Class Day	Wednesday
June 17—Art Exhibit (Students' Work)	Wednesday
June 17—Commencement Concert	Wednesday
June 18—Commencement	Thursday
June 18—Alumni Anniversary	Thursday
September 15-16—Entrance Examinations and Enrollment	
.....	Tuesday and Wednesday
September 16—First Semester and Fall Term Begin....	Wednesday
September 25—Annual Social and Reception	Friday
November 26-30—Thanksgiving Recess	Thursday to Monday
December 18—Close for Holiday Vacation	Friday

1915

January 5—Winter Term Begins	Tuesday
February 11—Day of Prayer for Colleges	Sunday
February 8—Second Semester Begins	Monday
March 19—College Oratorical Contest, Good Prize	Friday
March 29—Spring Term Begins	Monday
April 16—Academy Oratorical Contest, Elgin Prize	Friday
May 14—Freshman Contest, Heatherton Prize	Friday
May 17—College Day	Monday
May 30—Memorial Day	Sunday
June 17—Commencement	Thursday

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North-Western College.

HISTORICAL STATEMENT.

North-Western College had its origin in the conviction that the interests of Christian education demand the establishment and maintenance of institutions of higher learning by the Christian Church. The honor of having taken the initiative toward its establishment belongs to the Illinois Conference of the Evangelical Association. At its annual session in the spring of 1861, this Conference adopted a resolution inviting the Wisconsin, the Indiana, and the Iowa Conferences to unite in the founding of a college, which should be duly equipped for the prosecution of collegiate work. These Conferences responded cordially and joined in the movement. A commission, consisting of twelve members and representing the Illinois and the Wisconsin Conferences, held a meeting at Plainfield, Illinois, April 30, 1861, for the purpose of effecting the organization of a Board of Trustees, and to secure the incorporation of the projected institution. By resolution it was decided that the Board of Trustees should consist of twenty-three members, as follows: Seven from the Illinois Conference, seven from the Wisconsin Conference, five from the Indiana Conference and four from the Iowa Conference. This plan was subsequently changed to one of equal representation, so far as the Conferences are concerned.

Although this was at a time when the outbreak of the Civil War seemed to paralyze the spirit of the enterprise, as well as the financial resources of the country, circumstances favored the undertaking. The village of Plainfield offered to donate a college site, including a fine and spacious building then in the course of erection. The offer was accepted and the new institution named Plainfield College. The organization having been effected, it was decided to open the institution immediately, and the Preparatory school began its work in the fall of the same year with three teachers and an encouraging number of students. The teachers of the first year were John Rodas, A. M.; John Miller, A. B., and Miss C. M. Harlacher. Rev. Augustine A. Smith, A. M., Principal of Greensburg Seminary, Greensburg, Ohio, who entered upon the duties of his office in the fall of 1862, became the first president of the institution.

As the patronage of the school soon extended over several states, the name "Plainfield College" was deemed to be too local; hence at the annual meeting of the Board of Trustees in 1864, the name of the institution was changed to North-Western College. Unfortunately the village of Plainfield was located at some distance from a railway line at that time, which it was soon discovered would be a serious drawback to the growth and progress of the institution. Steps were therefore taken to secure a more advantageous location for the school. In 1870 the college was removed from Plainfield to Naperville, Illinois, its present favorable location. This place having donated grounds of about eight acres, and \$25,000 in money, a fine and substantial college building, consisting of a main part, 71x46 feet, five stories high, and a wing, 58x46 feet,

three stories high, was erected and opened for school purposes in the fall of 1870. This change proved of such advantage to the school as to mark an epoch in its history.

New departments of instruction were added from time to time as the progress of the institution seemed to require them. In 1871 the department of Fine Arts was opened, and the Commercial department the following year. Music received considerable attention from the very beginning of the school, which gradually resulted in the formation of a regular department of vocal and instrumental music. More recently this has been entirely reorganized, and now forms a strong and well equipped School of Music. In 1876 Union Biblical Institute was opened, which, although having its distinct organization, is so closely connected with the College as to be easily regarded as its theological department.

In 1890 a new four story building, 71x41 feet, was added as a south wing; and the main building throughout renovated and improved. Steam heating and electric lighting were introduced and the entire equipment thoroughly modernized. The laboratories were enlarged and suitably furnished with the necessary apparatus and reagents. The Museum was given more room and the collections were greatly increased. A splendid Herbarium was created, which has grown into very creditable proportions. The Library was transferred to enlarged quarters, and made more serviceable in all departments of instruction.

In 1901 a handsome Gymnasium building 100x60 feet, two stories high—a gift of the late Professor J. L. Nichols, A. M.—was erected and added to the general outfit of the college. Professor Nichols was an honored alumnus

of this institution, and for a number of years the efficient principal of its Commercial department. The building forms a fitting memorial to the thoughtful generosity and abiding interest of this noble and illustrious son of his Alma Mater.

In 1908 two fine, large buildings were completed—a Library and Science Hall. The Library building, 75x62 feet, three stories high, is the gift of that well known and honored philanthropist, Mr. Andrew Carnegie, of New York City; and the Science Hall, 96x75 feet, four stories high, comes from another illustrious alumnus of this institution, Dr. Albert Goldspohn of Chicago. North-Western College is justly proud of her alumni, who are not only rising to distinction in their respective professions but who in their success do not forget their Alma Mater.

In order to provide for the proper heating of the entire group of buildings, a central power house was erected and supplied with the very best new boilers and heating appliances. In material and general plan of construction this building is in harmony with the other buildings on the campus, recently erected. The entire equipment of the institution compares favorably with that of the best schools of similar character in the land.

Within the past few years the endowment fund of the college has been increased by \$200,000, thus placing the institution on a splendid financial basis. This growth in financial resources and material equipment is highly gratifying and points to a promising future.

North-Western College stands for Christian education in the best and broadest sense. In an age produced by civilization no apology is needed for emphasis upon

“Christian” in higher education. The aim is to produce sound scholarship, and genuine nobility of character. The purpose of education is life rather than livelihood, hence implies the symmetrical development of the mental, moral and physical powers of the student. While laboring to inspire a vigorous intellectual activity, the college endeavors to foster a healthy Christian life and spirit, and recognizes in the blending of these elements the crowning excellency of its important work.

CHARTER.

The following charter was adopted in 1876:

WHEREAS, The Board of Trustees incorporated under a special law of the State of Illinois, approved and in force February 15, 1865, and entitled “An act to incorporate North-Western College,” have given their unanimous consent that said corporation may become incorporated under the provisions of an act of the General Assembly of said State entitled “An act concerning corporations not for pecuniary profit,” as contemplated by the act of said General Assembly entitled “An act to revise the law in relation to universities, colleges, academies and other institutions of learning,” approved March 24, 1873, and in force July 1, 1874.

Therefore, we, the undersigned, citizens of the United States, and members of said Board of Trustees, desiring to associate ourselves in order that said corporation may become incorporated under the provisions of the general law of Illinois as aforesaid, and for the purpose of forming a corporation not for pecuniary profit, pursuant to the acts of the General Assembly of the State of Illinois hereinbefore referred to, do hereby certify and state that the name and title by which said corporation shall be known in law is “TRUSTEES OF NORTHWESTERN COLLEGE.”

That the particular business and objects for which it is formed are to own, control and manage the property and affairs of the corporation, including the institution of learning now located at Naperville in said state and named and styled “North-Western Col-

lege of the Evangelical Association of North America," with its various departments, as the same now or hereafter may be established by the Board of Trustees.

That the number of Trustees shall be fifteen, seven of whom shall constitute a quorum for the transaction of all business of the corporation, at any meeting of the Board; that the President of the College shall be ex-officio one of said trustees, and that the remaining fourteen shall be elected as provided for by the by-laws.

At the annual meeting of the Board of Trustees, in February, 1894, the following resolutions, relative to an amendment to the charter, were passed:

Whereas, The interests of North-Western College located at Naperville, Ill., require that a change be made in its articles of corporation, in order to increase its number of Trustees; therefore, be it

1. **Resolved**, That that provision in the articles of incorporation or charter of this corporation, to-wit, (Trustees of North-Western College,) which provides that the number of trustees shall be fifteen, shall be changed so as to read "that the number of trustees shall be twenty-two, twelve of whom shall constitute a quorum for the transaction of all business of the corporation at any meeting of the Board." Further

2. **Resolved**, That the charter of articles of incorporation shall be changed and modified so as to provide therein that one of the Bishops of the Evangelical Association (to be selected by the Board of Bishops), shall be, **ex-officio**, a member of the Board of Trustees of said corporation. His term of office shall be the same as that of the Conference Trustees.

These resolutions having been duly ratified by the Conferences connected with the College, the required certificate was filed with the proper officer in February, 1895, as provided by the laws of the State of Illinois.

LOCATION.

North-Western College is situated at Naperville, Illinois, on the main line of the Chicago, Burlington and Quincy Railroad, twenty-eight miles from Chicago. Fourteen trains from the west, and fourteen from the east stop daily at Naperville. With such ready access to Chicago, the student of the social sciences may use the great City as his laboratory, the debater and the student doing special research work may use the Chicago Public Libraries. The student of art also has exceptional advantages. And yet the college is far enough from the city to shield its students from the disadvantages and moral dangers of Chicago life. Its excellent lighting system, its pure water, its healthfulness, its macadamized streets, its Y. M. C. A. with a building costing over thirty-five thousand dollars, its thirty thousand dollar depot, its parks, its many churches, and its public-spirited and cultured citizens make Naperville a very desirable site for a college.

DESIGN AND CHARACTER.

The object of the Institution is to provide for the liberal education of the young men and women who may be entrusted to its care and instruction, and to direct them in securing the best preparation for the different spheres and avocations of life.

The College is not sectarian, but it aims to be decidedly Christian in theory and practice, and to apply Christian principles and methods in all its departments. As the best results of educational effort are conditioned upon the symmetrical culture of heart and mind, the Institution ever recognizes the development of moral character as an essential part of its work. While endeavoring to inspire and encourage a vigorous intellectual activity, the faculty desires and aims to foster a healthy Christian life and spirit which shall permeate and crown the entire institution.

METHODS OF INSTRUCTION.

It is the aim of the Institution to keep its standard fully up to that of the best American colleges, and its methods of instruction in harmony with the most enlightened views of education. These methods will naturally vary with the subject, and proficiency of the student, but the aim is the same in every department of the College—mastery of the subject and encouragement to independent and original investigation. Recitations based upon an intelligent use of text-books hold a large place in the daily work. Lectures are frequently introduced to elucidate and illustrate the various subjects of investigation. Freedom of discussion and questioning by the students accompany both methods.

The laboratory system is employed in all departments in which it is practicable.

EXAMINATIONS.

Examinations may be of two kinds: Tests and final examinations.

Tests may be given at any time at the discretion of the teacher.

Final examinations shall be given at the end of a semester or on completion of a subject.

No student shall be exempt from any test or final examination. A test or examination shall only be given at any other than the regular time upon presentation of a card issued by the teacher and properly endorsed by the treasurer of the college. The fee for examinations taken irregularly shall in all cases be as follows: Tests, sixty cents; final examinations, one dollar.

Students permitted to take an examination without having had the regular class work shall in all cases be charged two dollars for such examination.

STANDING.

A careful record is kept by the Faculty of the scholarship of each student.

The standing in scholarship is made up from examinations and the daily record in the class, each being considered of equal weight, on a scale of one hundred.

A certain number of points must also be secured before a student can pass from a lower into a higher class. Forty-six points are required during Freshman year, forty-six points during Sophomore year, fifty points during Junior year, and fifty points during Senior year. A total of one hundred ninety-two points or an average

standing of 80-85 is required for graduation. Failure to secure three-fourths of the required number of points during any given year of the course prevents the student from passing into the next higher class except by faculty permission. Failure to secure the fifty points required during Senior year or to have maintained an average of 80-85 during the course debars the student from graduation.

Points are estimated as follows: a grade of 95-100 secures three points for each semester-hour completed; 90-95, two and one half points; 85-90, two points; 80-85, one and one half points; 75-80, one point; 70-75, passes the student, but gives no point. It will be seen that in order to maintain an average standing of 80-85 for graduation it is necessary for the student to receive at least 192 points on the basis of 128 hours for the course.

A student who has been absent $\frac{1}{8}$ or more than $\frac{1}{8}$ of the number of recitations per semester in any subject shall not be entitled to his grades in that subject until he shall have done such special work as the teacher may direct. Absence due to sickness or other unavoidable circumstances shall be reported to the Faculty for special action.

It is provided that any student entering upon a course of study which extends through the year must complete the entire course in order to receive credit for any part of the same.

Students permitted to take an examination, without having had the regular class work, will be credited with a daily record of sixty-five per cent. in determining their standing in that study.

Information concerning the progress and conduct of a student will be sent to parents or guardians whenever it

may be requested, or when in the judgment of the Faculty it may be necessary.

THESES.

Juniors who do not participate in intercollegiate debate, or in the inter-class oratorical contest, or who are not required to prepare a thesis of not less than 2,500 words under the direction of a professor at the head of a department, are required to prepare such a thesis under the direction of the Dean of the College.

Seniors who desire may write theses bearing on their major work. Said theses must be done under the head of the department and shall represent at least two hours work for which credit shall be given.

In each case the subject chosen, and the outline of the thesis shall be submitted to the Professor or the Dean of the College not later than January first. These theses shall be type-written on paper of standard size; they shall contain a list of the books consulted, and when a thesis contains citations, the book and the page from which the citation is taken shall be indicated.

All theses must be completed and presented to the Professor or the Dean of the College not later than May first.

DEGREES.

Bachelor's Degrees.—A Bachelor's degree, either of Arts or Science is conferred upon students who have satisfactorily completed at least one hundred and twenty-eight Semester hours of work as outlined in the respective courses. It is provided, however, that the candidate for graduation shall have received at least 192 points (see

under standings) on the basis of this 128 Semester-hour course. No regular student shall be allowed to take less than fourteen hours per week. In order to be entitled to a Bachelor's degree, a student must have spent at least one academic year in attendance at this institution.

Master's Degrees.—The degrees of Master of Arts, Master of Science, and Master of Letters will be conferred upon corresponding bachelors under the following regulations:

All candidates must register before the work is undertaken.

Before being recommended for the Master's degree the candidate must have received the corresponding bachelor's degree from this college or some other institution recognized as being of equal rank and must pursue in residence at this college an approved course of study amounting to thirty-two Semester hours.

In all cases the candidate must present a thesis on an approved topic pertaining to his major subject. The thesis must be presented to the Registrar not later than the first of May. It must contain at least five thousand words and embody the results of careful research.

It must be printed or typewritten, in prescribed form, and one copy must be furnished to the library of the college for public inspection. It must contain a table of contents, and a complete list of the works consulted.

GOVERNMENT.

The discipline of the institution is mild but firm. It is the aim of the Faculty to exercise a parental and moral supervision over the conduct and character of the stu-

gents. Such relations between students and teachers are cultivated as will inspire mutual respect and confidence. Students are presumed to be ladies and gentlemen who will respect themselves and the authority of the College. A high sense of honor and truthfulness is inculcated and maintained.

Among the things required of every student are a regular and punctual attendance upon all exercises prescribed by the College, and a diligent and faithful improvement of his time. Improper conduct of any kind, and neglect of college duties will not be tolerated. The specific purpose of college training, the development of noble scholarly character in the student, is constantly in view. The institution will not harbor persons with idle or dissolute habits. Whenever in the opinion of the Faculty students are guilty of a course of conduct which is detrimental to themselves or injurious to the honor and reputation of the College, they will be dismissed or expelled from the institution.

LEAVE OF ABSENCE.

Every student is expected to be present at the opening of the term and to remain until its close. No student is allowed to be absent from College without special permission of the Faculty. The time appropriated to vacations and holidays is believed sufficient for the purpose of rest and relaxation from study.

Any student leaving without permission before the close of the term, cannot re-enter until he has made satisfactory amends to the Faculty. Therefore the Faculty earnestly requests, that parents or guardians will in no

way encourage or even sanction such absence without most urgent reasons.

RELIGIOUS EXERCISES.

Devotional services, consisting of reading the Scriptures, singing and prayer, are held daily in the College Chapel, at which the students are required to be present.

Students are expected to attend public worship and Sunday-school on the Sabbath at one of the churches in the city; but are allowed to attend such places of worship as they, or their parents or guardians may select.

Other social and religious meetings are held each week, which students are invited to attend. These facilities afford ample opportunity for Christian growth and work.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association, organized in 1873, is the second oldest organization of its kind in the state. The object of the Association is to promote growth in Christian life and fellowship, and to carry on definite Christian work among students of the institution.

For the purpose of holding its meetings the Association has a commodious and beautiful hall, which has been set apart for its special use. It also maintains a reading room supplied with standard periodicals and leading magazines of the day. It is altogether well organized for efficient work, and exerts a very salutary influence upon the young men of the College.

The Young Women's Christian Association, organized in 1875, also the second oldest Young Ladies' Christian

organization in the state, has for its aim and object Christian work among the lady students of the institution.

At the opening of the school year, committees of these Associations, appointed for this purpose, meet all trains to welcome new students and to aid them in securing rooms and boarding places.

Receptions are held by both Associations during the first week of the first semester and at intervals during the year for the purpose of facilitating acquaintance with the new students, and assuring them of the friendly interest that will be taken in their spiritual welfare.

READING ROOM.

The reading room under the supervision of the Y. M. C. A., is provided with a large number of periodicals, secular and religious, as well as a good collection of leading magazines of the day.

The Periodicals are:

WEEKLY PERIODICALS.

Literary Digest	Sunday School Times
Independent	Weekly Globe and Canadian
Outlook	Farmer
Scientific American	Naperville Clarion
Collier's Weekly	Evangelical Messenger
Harper's Weekly	The Evangelical
Saturday Evening Post	The Evangelical Herald
Christian Herald	<i>German—</i>
Youth's Companion	Der Christliche Botschafter
Commoner, The	Germania
Breeders' Gazette	<i>Daily—</i>
Pathfinder	Chicago Record-Herald
Menace	Chicago Tribune

MONTHLY PERIODICALS.

Review of Reviews
 Scribner's Magazine
 Current Opinion
 McClure's
 Record of Christian Work
 Ladies' Home Journal
 Cosmopolitan
 Everybody's
 Farm Journal
 Light
 Woman's Home Companion
 Etude
 Physical Culture
 American Magazine
 Technical World
 Sunset
 Outing

Popular Mechanics
 Hearst's Magazine
 World's Work
 Association Men
 Intercollegian
 Missionary Review
 Missionary Messenger
 The Association Monthly
 (Y. W. C. A.)
 Country Life in America
 Good Housekeeping
 Health Culture

German—

Das Evangelische Magazin
 Zeitschrift fuer Theologie und
 Kirche

The following periodicals are to be found in the Library:

The National Geographic
 Magazine
 The Popular Science Monthly
 The North American Review
 The American Journal of
 Sociology
 Religious Education
 Educational Review
 The Journal of Political
 Economy
 The Philosophical Review
 The Psychological Bulletin
 Methodist Review
 The Expositor
 Advocate of Peace
 American Economist
 Northwestern Christian
 Advocate

The Dial
 The Musician
 The Psychological Review
 The Methodist Review
 (Quarterly)
 The Business Philosopher
 Our Dumb Animals
 The Survey
 North American Lloyd
 Music News
 Educational Press Bulletin
 Zeitschrift für den deutschen
 Unterricht
 Human Factor
 Harvard Alumni Bulletin
 Deaconess Advocate
 Bible Society Record

Constructive Quarterly	Readers' Guide
Brush and Pail	Deseret Evening News
Congressional Record	Buffalo Express
American Historical Review	Advertisers' Aid
Institutional Quarterly	Evangelische Zeitschrift
	Christian Guardian

These are accessible to all students.

COLLEGE PUBLICATIONS.

Chronicle.—"The North-Western College Chronicle" is published bi-weekly during the academic year.

Its purpose is to furnish information in regard to the work and condition of the institution. It is the organ of the students and contains original articles by members of the school and others, personal notices of past and present members of the College, proceedings of the Literary and Scientific societies, the Christian Associations, and such other matter pertaining to college life as will prove of interest to all friends of higher education. Subscription one dollar per annum.

Spectrum.—The senior class of 1910 first published an annual called the "Spectrum" which has become a very important and popular publication. The senior class of 1914 continues this publication. Its purpose is to present in an attractive form the various interests and work of the College during the school year. It contains the pictures of the debating and athletic teams, orators, besides many other groups and combinations. Each department of the school is duly considered.

Bulletins.—Bulletins are published quarterly and are supplied gratis upon application.

LITERARY AND OTHER SOCIETIES.

There are four flourishing literary societies connected with the College, viz.: The *Cliosophic*, the *Philologist*, the *Laconian*, and the *Philorhetorian* (German). These societies have good, well-furnished halls, and afford excellent opportunities for practice in public speaking, debate and other literary exercises.

Senate.—The Senate of North-Western College, organized in 1886, has for its object the consideration and discussion of themes relating to political science, and the promotion of a thorough acquaintance with our federal institutions and the duties of intelligent citizenship. It holds weekly meetings and presents opportunities for practice in extempore speaking, debate and parliamentary procedure.

Oratorical Association.—The Oratorical Association was organized in the year 1900. Its purpose is to arouse interest in public speaking and to elevate the forensic standard of annual oratorical contests. These contests are open to regular members of the three upper classes. Prizes are given those who win first and second places in the interclass contest, and the winner of first prize in this contest represents the college in the Northern Illinois Oratorical League.

Intersociety and intercollegiate debates are held annually.

These and all other societies of the College are under the general supervision of the Faculty. No public entertainment shall be given by any society without permission from the Faculty, and all the exercises intended for such entertainments must be submitted to the inspection of the Faculty before their public delivery.

PRIZES.

Academy.

The Elgin Prize.—An annual prize of ten dollars is offered by Mr. William Grote, of Elgin, to the Oratorical Association of the Academy in order to stimulate efforts in public speaking on the part of Academy students. Contests for this prize are held annually about the middle of the second semester. In recognition of the residence city of the donor, this prize is called the Elgin Prize in Public Speaking. In 1913 this prize was awarded to George Eastes and August Kuhlman.

The Scholarship Prize.—Each year the College presents a scholarship to the member of the Academy graduating class who has made the highest average in his studies during the fourth year. This prize was awarded in 1913 to August Kuhlman.

The Broeker and Spiegler Prize.—An annual prize of fifteen dollars is given by the firm of Broeker & Spiegler of Naperville, to the member of the Academy graduating Class who has made the next to the highest average in his studies during his third and fourth years. In 1913 this prize was awarded to A. S. Caughell.

Scheele Prize.—In order to encourage debate, Mr. A. Scheele, of Elgin, offers an annual prize of fifteen dollars to the winning team in the debate between the Third and Fourth year classes. In 1914 this debate was won by members of the Fourth year class consisting of Arthur Tallman, Stephen Schieb and George Josif.

College.

The Heatherton Prize.—In order to encourage oratorical efforts and to show his interest in the work of the College, Judge John S. Goodwin, of this city offers the Freshman Class an annual prize of ten dollars for excellence in oratory and ten dollars for excellence in declamation. Contests for these prizes are held the latter part of the second semester and are open to regular members of the Freshman Class. In honor of Judge Goodwin's estate "Heatherton," the prizes are known as the Heatherton Prizes in Public Speaking. In 1913 these prizes were awarded to Herman Leedy and William C. Pautz in Oratory, and to Florence Druse and Helen Rippberger in Declamation.

The Dr. Good Prize.—This prize has been founded by Dr. R. H. Good, of Chicago, for the purpose of encouraging interest in the local, or interclass oratorical contests. It consists of \$25.00 and is to be awarded as first and second prizes, of \$15 and \$10 respectively, to the successful participants in these contests. The winner of the first prize becomes the representative of the College in the North-Western Illinois Oratorical League. These prizes were awarded to R. W. Schloerb and C. B. Wilming in 1913.

The Miller Prize.—This prize was founded by Walter J. Miller, an attorney at law of Chicago, class of 1898, for the purpose of encouraging deeper interest in the temperance problem. It consists of \$25.00 divided into two prizes, \$15.00 and \$10.00 respectively, and is awarded to the first and second winners in the anti-saloon Oratorical Contest. These prizes were awarded to R. W. Schloerb and August Kuhlman in 1914.

HIGH SCHOOL AND ACADEMY SCHOLARSHIPS.

At its last meeting the Board of Trustees passed the following: "That any highest honor graduate of a High School or Academy, whose credits are sufficient to enroll him as a full member of the Freshman Class of North-Western College, be granted free tuition and incidentals for one year, he being required to pay the laboratory and library fees. Such student, however, shall be entitled to but one scholarship."

THE TRACKSELL PRIZES.

In order to promote greater proficiency in the regular college classes an endowment of \$4,000.00 has been provided through the generosity of Mr. E. M. Tracksell, of Victoria, B. C., the annual income of which is to be used in founding four prizes of \$50.00 each, available for the first time in 1914, which are to be awarded as follows:

1. The Tracksell Freshman Prize of \$50.00 to the student ranking highest in the first year.
2. The Tracksell Sophomore Prize of \$50.00 to the student ranking highest in the second year.
3. The Tracksell Junior Prize of \$50.00 to the student ranking highest in the third year.
4. The Tracksell Senior Prize of \$50.00 to the student ranking highest in the fourth year.

Any student who obtains less than 75 per cent. in any subject of his class shall not be eligible for the award.

Any undergraduate student who wins one of the foregoing prizes must sign a declaration of intention to continue his studies in this college, and in case of failure to meet this condition the prize shall be awarded to the student standing second highest.

UNIVERSITY OF ILLINOIS SCHOLARSHIP.

The University of Illinois has placed a scholarship at the disposal of the Faculty of North-Western College which shall be awarded to the candidate who has made the highest average grades during his Junior and Senior years. The scholarship for the year 1914-15 has been awarded to H. A. Winkelman of the class of 1914.

SELF-HELP.

Frequently we receive inquiries about opportunities for work whereby to pay expenses while at school. Such opportunities are not plentiful. Yet there are generally a few students who "earn their way" in part at least. Others succeed in earning considerable during the summer vacation. Some, after obtaining a teacher's certificate, teach for a time, and then continue their college course. This, though necessarily requiring more time to complete a course, gives the student much practical and valuable experience, and is therefore, by no means lost time.

An employment bureau under the auspices of the College Y. M. C. A. has been organized to help students secure work. Remunerative work, however, can very rarely be arranged for definitely before arrival; as students become acquainted, it is easier to secure employment.

TEACHERS' EMPLOYMENT BUREAU.

In order to be of more service to our graduates who are year by year going out into the teaching profession, the Faculty has organized a Teachers' Employment Bureau. The primary object of this Bureau is, of course, to secure positions for those members of the Senior class who expect to teach after completing their college course,

but, from the nature of the information which the Bureau commands, it is often in a position to be of no small service to graduates of several years' experience who may be seeking advancement.

The Bureau is largely dependent on Alumni and friends of the college for information regarding openings in the teaching profession, and is grateful for their hearty response. All such information should be sent to Prof. C. J. Attig, who is in charge of this work. The Bureau charges no fee for its services. It has been organized for the benefit of the alumni of the school, and all that it asks is that they avail themselves of its services and help to make it a success.

PHYSICAL CULTURE.

Opportunities for systematic physical training are provided for both ladies and gentlemen, and a certain amount of work is required of all students, not specifically excused by the Faculty. The physical needs of each person are carefully considered, and appropriate exercises for the improvement of health and physical well-being are recommended in each case. The work is under the supervision of a resident director, who aims to counsel and aid every student to the fullest possible extent. Students are required to provide themselves with gymnasium suits and shoes.

In addition to the work of the gymnasium, provisions are also made for outdoor sports and exercises. For the purpose of encouraging and guiding the interests in these, the students maintain an Athletic Association, which aims to systematize and unify all the physical activities of the institution. The management of this organization is vested in a Board of Control, consisting of officers of the

Athletic Association and representatives of the four college classes. All physical exercises, whether indoors or outdoors, are under the general supervision of the Physical Director.

BUILDINGS.

The College is located on a spacious and beautiful campus in the center of the residence portion of the city of Naperville. The surroundings are attractive and the campus is ornamented with a fine variety of trees, making the location cheerful and inviting.

The Main Building.—The main building is an elegant and commodious stone edifice well planned and suitably furnished with the best modern appliances for educational purposes. It consists of three parts, a main building 71x46 feet, five stories high; a wing 58x46 feet, three stories high, both erected in 1870; and another addition 71x41 feet, four stories high, erected in 1890. As thus completed, it is one of the finest school buildings in the west. It is heated throughout by steam and lighted by electricity.

Gymnasium.—A well-equipped gymnasium was erected in 1901. The building is a contribution by Prof. J. L. Nichols of the class of '80 and is located in the northern part of the campus, in line with the main building and Science Hall, facing west. Its dimensions are 100x60 feet, two stories high; and it is supplied with such appliances and conveniences as combine the most approved features of the modern gymnasium. It is designed to provide all students of the college with opportunities for such general exercises as will promote health and physical well-being. The gymnasium is open every week day of the school year.

The Library.—A handsome library building 75x62 feet, the gift of Mr. Andrew Carnegie, was dedicated in 1908. It is located on the southwest corner of the campus, and built in classic style of architecture. On the main floor are the delivery room, and the general reading and reference rooms and smaller office rooms. In the basement, which is practically above ground, are rooms for receiving and distributing books, and shelves for pamphlets, magazines and periodicals.

On the second floor are the Faculty room, and additional stack and reference rooms. The building is supplied throughout with steam heat and electric lights, and is thoroughly modern in all its appointments. It has a stack room for thirty-five thousand volumes, besides pamphlets and periodicals. The library is an inviting place for collateral reading, and students are encouraged to make an intelligent and faithful use of its privileges.

The library contains now more than 10,500 volumes, and additions are being made from year to year. It is intended to supplement the work of all departments of instruction; and every effort is made to increase its utility. The books are conveniently arranged and carefully catalogued, both by authors and by subjects, according to the "Dewey Decimal System of Classification."

The Reading Room is supplied with an excellent selection of standard magazines and periodicals. The aim is to meet the needs of the various departments of the institution, and to keep them in touch with current thought and the ablest discussions of the day. These periodicals being chosen with a view to supplement the literature of the Y. M. C. A. Reading Room, students have access to an exceptionally wide range of periodical literature. Contributions in books and moneys are earnestly solicited.

Goldspohn Science Hall.—For this beautiful and imposing building the college is indebted to the generosity of an alumnus, Dr. A. Goldspohn, class of '75. The structure has a frontage of 96 feet and a depth of 75 feet. It consists of a basement, two stories and a large, well-lighted attic.

The departments of Physics and Chemistry occupy the first floor, which has two large lecture rooms, two general laboratories, apparatus and store rooms, two teachers' laboratories, an optical room, and a balance room.

On the second floor the departments of Biology and Geology find their accommodations. The entire floor is fully supplied with all necessary laboratory fixtures and appliances, in order to make the study in these departments as thorough and satisfactory as possible.

In the basement are located two additional lecture rooms, a storage room, a dark room, and the other facilities belonging to a modern science building. The spacious upper floor is to receive the Museum and Herbarium collections.

LABORATORIES.

The laboratory facilities provided by Goldspohn Science Hall are most excellent, comprising as they do four large well-lighted, well-ventilated laboratories, and four smaller laboratories for special and research work. These laboratories are assigned to the departments of Chemistry, Physics, Biology and Geology. Additional laboratories for the departments of Mineralogy and Domestic Science will be equipped as soon as our rapidly growing and expanding work in science may require.

No pains in planning or expense in construction has been spared in making the laboratories most thoroughly

modern and efficient in every particular. They are supplied with water, gas and electricity, and furnished with individual lockers for the accommodation of about one hundred students in each department. The fixtures, such as tables, cupboards, drawers, hoods, and reagent shelves are the best that could be obtained, and their orderly and convenient arrangement makes it a pleasure to work in the laboratories.

The equipment is in keeping with the excellent accommodations which the building affords. Large additions to the apparatus, some of which is imported, were purchased during the past year; and more is being added for the coming school year. The laboratories now contain some very fine and sensitive pieces of apparatus. A number of valuable instruments have been secured during the past year for the equipment of a psychological laboratory.

MUSEUM.

The Museum occupies for the time being the upper floor of the main college building, and contains large and valuable collections for illustrating the various departments of natural history. The collection comprises a large number of our native birds, larger mammals, nearly one thousand specimens having been added by the purchase of the Romberger collection; a number of the smaller reptiles and batrachia in alcohol, and a very fine collection of marine invertebrates donated by the Smithsonian Institution. The collection of minerals has been greatly increased and now represents many American localities. This collection has been greatly increased by the donation of a collection made by the late David N. Moyer. The archeological collection in flints and implements is becoming quite extensive and valuable. The fossils are

chiefly from rocks of the Palaeozoic era. The fossil plants from the Carboniferous age are especially fine.

A number of relics, historical in their character and interesting to us as a church, are the Bishop Seybert relics which have recently been added to our Museum. These will be placed on exhibition as soon as suitable accommodations can be provided for them.

HERBARIUM.

Excellent quarters have been fitted up on the Museum floor for the accommodation of the Herbarium. The collection has grown rapidly during recent years, and contains now forty thousand sheets of plants. It contains not only all the varieties found in the vicinity of the Institution, but also from many other American, European and Asiatic localities. The collection of European and South American specimens has especially been greatly increased. The Herbarium is in a very interesting and serviceable condition and furnishes the means of increasing usefulness to the students in that department of study. Besides the permanent collection, the department has also a large number of specimens for exchange purposes.

GROWTH AND NEEDS.

The progress of the College has been very satisfactory and encouraging. All the departments of instruction are now fully organized and well equipped for efficient work.

Strong efforts are being made at present to increase the endowment and to develop all the resources of the Institution. It is the united purpose of the Faculty and the Board of Trustees that the College keep pace with the progress and educational demands of the country.

Among the more pressing needs of the College may be mentioned: A Woman's Hall; a College Auditorium; the endowment of several Professorships; the founding of perpetual Scholarships; the enlarging of the Library; and a suitable and well equipped Astronomical Observatory.

The friends of the College and of higher education are invited to contribute to these objects.

Such donations will be used most advantageously in the present work of instruction, and for the promotion of the highest interests of the institution.

THE SCHOEDINGER MEMORIAL.

Mr. Frederick H. Schoedinger graduated from North-Western College in 1898 and began the practice of law in Columbus, Ohio, where he died in 1911. In loving memory, his brother F. O. Schoedinger, for the immediate family, generously donated a beautiful alcove in Carnegie Library, with books on Social and Political Science to the value of five hundred dollars. In addition to this two hundred dollars were placed in the hands of the Treasurer, the proceeds of which are to furnish additions from time to time.

Might we suggest that gifts for such purposes are most acceptable and highly productive of good. Just now there is an alcove which should be filled with books bearing on either History, Philosophy or Science,—Biological or Natural. Here is one way of doing great service in the cause of education.

LECTURE COURSES.

The College sustains a regular Lyceum Course each year. The talent provided is the best obtainable, only speakers and entertainers of national repute being booked.

Besides the regular course of five numbers, Lyceum Attractions are provided by various student organizations of the College. During the past year some of the prominent attractions were the following: Prof. Arthur Kachel, Senator Frank J. Cannon, Everet Kemp, Mozart Concert Company, Rev. Joseph K. Griffis, (Tahan), Prof. J. P. Peotsakos, Prof. Trueblood, Prof. Montraville Wood.

ROOMS, BOARD AND LAUNDRY.

The College has no dormitories, but ample and pleasant rooming accommodations can always be found in private families. Usually two, but sometimes three or four students go together and share the rent for a room or set of rooms. The rent for furnished rooms ranges from \$15 to \$25 per semester for each student. Unfurnished rooms are correspondingly cheaper.

The College provides a boarding department where students can get good board at very reasonable rates. In addition to the accommodations furnished by this department, a number of private families are conducting boarding places. Good board in private families, including furnished rooms, ranges in price from \$4 to \$5 per week. If students prefer to take table board in private families, it may be had at prices ranging from \$3.25 to \$3.75 per week. Others board in clubs at a cost of from \$2.30 to \$2.75 per week. Students boarding in clubs, or taking their meals in private families, rent rooms separately. Some students reduce their expenses still further by renting rooms and boarding themselves. The cost of laundering is about 75 cents per dozen.

Students are not allowed to board or rent rooms at any place without the approval of the Faculty; nor to

change place of boarding, or leave their rooms during the term without their consent. Families who let rooms, or board students, are expected to be interested in the maintenance of the College rules.

BOOKS.

All text and reference books, as well as a complete assortment of stationery, are for sale at the college book store.

COLLEGE EXPENSES.

The academic year of the College of Liberal Arts and the Academy is divided into two semesters, and the year of the schools of Commerce, Music and Art is divided into three terms.

Enrollment Fees, per Semester, College and Academy.....	\$25.00
To holders of Scholarships, per Semester.....	20.00
College Diplomas	5.00
Academy Diplomas	2.00
Library Fee, per Semester .....	.75

LABORATORY FEES.

Organic Chemistry, per Semester.....	\$7.00
Qualitative Analysis, per Semester.....	7.00
Quantitative Analysis, per Semester.....	7.00
General Chemistry, per Semester	5.00
Elementary Chemistry, per Semester.....	4.00
Biology, per Semester	3.50
General Physics, per Semester	3.00
Elementary Physics, per Semester	3.00
Botany, per Semester	2.50
Surveying, per Semester	1.00

Breakage and Key Deposits of \$3.50 per Semester in Chemistry and \$1.50 per Semester in Physics will be required of all students following these courses. These de-

posits will be returned at the end of the course in case there is no breakage.

The charge for one study is one-half the tuition and incidental fees; for more than one study full rates are charged.

Scholarships are accepted as tuition in all the literary departments of the College. Orders on scholarships will be honored only if they contain the name of the bearer and the proper signature of the scholarship holder and are presented on entering College.

All College bills must be paid in advance for the semester or term. No deduction will be made for absence for less than one-half a semester, and then only in cases of protracted illness. The Treasurer's receipt for tuition and incidentals is necessary to secure admission to classes.

Students' bills will be two dollars (\$2.00) higher if they enter two days after the opening of the Semester or term, and three dollars (\$3.00) after the following Monday.

No money will be refunded on Tuition or Incidentals to any student of any department, who, on account of improper conduct or violation of the Rules of the College, may be suspended, dismissed or expelled.

SEMESTER BILLS.

The following is a fair estimate of the necessary expenses for a semester.

Enrollment Fees	\$25.00—\$25.00
Board	40.00— 60.00
Room Rent	15.00— 25.00
Books and Stationery	6.00— 12.00
Washing	5.00— 10.00
	<hr/>
	\$91.00 \$132.00

Personal expenditures depend, of course, very largely upon the habits and home training of the student. It should, however, be remembered that there are other occasions for small expenditures, e. g., lectures, entertainments, society dues, etc., which will justify an additional allowance. Students can deposit their money with the College Treasurer and draw it from time to time in such amounts as may be needed.

FOR NEW STUDENTS.

New students should plan to arrive a day or two in advance of the opening of the term, in order to secure rooms and effect their preparatory arrangements. Upon arriving in this city, they should repair to the Treasurer's office in the College building, where they may obtain necessary information in regard to available rooms and places of boarding, and such other counsel and direction as may be helpful to them. It is generally better to defer making definite arrangements for room and board until the student can personally inspect and then select according to his own taste, or the requirements of his circumstances.

By calling upon the President advice may be obtained in reference to the mode and conditions of entering the College and other matters of personal interest pertaining to College life.

DEPARTMENTS AND COURSES OF STUDY.

North-Western College comprises the following:

- I. College of Arts and Sciences.
- II. Academy.
- III. School of Commerce.
- IV. School of Music.
- V. School of Art.

The College of Arts and Sciences offers two parallel Courses of study covering a period of four years each. They aim at a thorough and liberal education by required and elective courses in Latin, Greek, German, French, English, Mathematics, Science, History, Philosophy, and other subjects. The Courses differ from each other in the subjects required as well as in the degrees to which they lead. These courses are outlined on pages 54-55.

The Academy being a preparatory school offers courses in harmony with the above. These courses are outlined on pages 57-58.

SPECIAL STUDENTS.

Persons desiring to receive instruction in any particular department of the College, without becoming candidates for degrees, may be admitted as Special Students, provided they prove themselves, upon examination, qualified to pursue with advantage the studies of those departments. In no case will a student be allowed to select studies, which, in the judgment of the Faculty, he cannot profitably pursue. The provisions of special courses are intended to meet the wants of such students as cannot, on account of adverse circumstances, pursue one of the reg-

ular courses, but who are desirous of obtaining the broadest culture possible from a partial course.

GRADUATE COURSES.

The college offers opportunities for graduate study in the several departments of instruction to its own graduates and those of other institutions of equal rank. These courses are altogether elective; hence a graduate student may pursue work in any line for which, in the judgment of the Faculty, he is prepared. The several Departments will announce courses upon request.

ENTRANCE CONDITIONS.

Candidates for admission should furnish evidence of good moral character.

Persons coming from other schools should bring credits of work done to be presented at time of registration. In absence of credits applicants will be admitted on probation or examination.

Graduates from High Schools and Academies on the accredited list of the North Central Association of Colleges and Secondary Schools will be admitted to the Freshman Class without examination.

The requirements of admission are stated in terms of units.

A unit is a course of study covering an academic year with five recitations of 45 minutes each, per week, or with four recitations of 60 minutes each per week. If courses do not cover the year the number of units may be obtained by adding the time values of different courses.

A good high school course covering a period of four years ought to yield from 15 to 16 units, and thus prepare the candidate to enter as a freshman with full standing. Should the candidate have only 14 accepted units he may be classified as a freshman on condition that at least one half of the entrance deficiency be made up during the freshman year.

The following units are prescribed for all courses:

English	3	units
Mathematics	2½	units
History	1	unit
Science	1	unit
Foreign Language	2	units

The remaining units will vary according to the Course desired. See courses as outlined.

DESCRIPTION OF SUBJECTS REQUIRED FOR ADMISSION.

1. **English.**—Of the three units in English required of all candidates, one should be made up of composition and rhetoric, and the other two of English and American literature.

(a) **Composition and Rhetoric.**—All applicants will be examined in English Composition. This will include a test in correct spelling, capitalization, punctuation, paragraphing and legible handwriting. The student will be required to write an essay on some familiar subject, suggested by the teacher, in which he is expected to give proof of his knowledge of the principles and constructions of language, and his ability to express himself in clear, accurate English.

(b) **English Literature.**—Each applicant is expected to have read carefully certain assigned literary master-

pieces, and to have a clear and fresh knowledge of their important contents. The books assigned for the next three years are the following: The Sir Roger de Coverly Papers; Goldsmith's Vicar of Wakefield; Carlyle's Essay on Burns; Scott's Ivanhoe; Lowell's The Vision of Sir Launfal; Tennyson's The Princess; Shakespeare's The Merchant of Venice and Julius Caesar; Coleridge's The Ancient Mariner; George Eliot's Silas Marner.

In addition to this list a certain number of books are prescribed for thorough and specific study. In the case of these, the student will be examined on the subject matter, literary form and the system of thought. The books prescribed for this part of the examination are:

Shakespeare's Macbeth; Milton's L'Allegro, Lycidas, Il Penseroso and Comus; Burke's Speech on Conciliation with America; Macaulay's Essays on Milton and Addison.

In addition to the above the candidate is expected to present a careful study of the history of English and American Literature.

2. Mathematics.—Algebra one and one-half units and Geometry one unit.

(a) Algebra.—This should include the following subjects; Fundamental operations, factoring, fractions, simple equations, involution, evolution, radicals, quadratic equations, theory of exponents, and the analysis and solution of problems involved in the treatment of these elements.

(b) Algebra.—This course should embrace a careful review of the previous work in this subject, and a thorough study of radicals, simultaneous quadratic equations, ratio and proportion, binomial theorem and logarithms.

(c) **Geometry.**—Plane and Solid. In plane geometry special emphasis is placed upon the ability to use propositions in the solutions of original numerical exercises and supplementary theorems.

In solid geometry special attention should be given to the geometry of the sphere. Applications to the solution of original problems are emphasized.

3. **History.**—No definite course is prescribed in this subject, but the required units may be made up of the following: The History of Greece and Rome, or ancient and Medieval History; the History of England and the History of the United States.

These requirements imply in each case the use of a good standard text-book, and training in the use of works of reference, and some knowledge of historical geography.

4. **Civics.**—The study of this subject should represent such an amount of work as is generally furnished by any good high school text-book. It should include a careful study of the Constitution of the United States, its history and interpretation, and the relations existing between state and federal institutions.

5. **Latin.**—First Year's Work.—Such an acquaintance with the rudiments of the language, inflections and elements of grammar, as are generally found in an introductory Latin book, together with the ability to read easy stories and fables.

Second Year's Work.—Four books of Caesar, or its equivalent, together with composition work based on the text read.

Third Year's Work.—Six orations of Cicero. Ability to write Latin based on the text. The historical references and the fundamental principles of Latin syntax.

Fourth Year's Work.—Six books of Virgil, with implied history and mythology. The study of prosody and the scansion of hexameter verse.

6. **Greek.**—First Year's Work.—The elements of the language as given in any good beginning book, and one book of Xenophon's *Anabasis*, or its equivalent. Familiarity with grammatical forms and principles.

Second Year's Work.—Two additional books of the *Anabasis*, and three of Homer's *Iliad*, or their equivalents, together with an amount of Greek prose composition equal to one exercise per week for one year.

7. **German.**—First Year's Work.—Elementary grammar together with an amount of reading of easy prose, or narrative, of not less than 150 pages.

Second Year's Work.—This should include the study of the syntax of cases, use of the subjunctive and infinitive modes, modal auxiliaries and practical constructions. An additional amount of reading of standard selections equal to about 250 pages. Prose composition.

8. **French.**—First Year's Work.—Effort should be concentrated upon such an elementary course as will give the student a reading knowledge of the language. This should include careful training in correct and easy pronunciation, and some familiarity with the essentials of grammar.

Second Year's Work.—A review of grammar and the introduction of composition. The reading for the year should embrace selections from representative authors, such as furnish a general outline of the character of French literature.

9. **Science.**—(a) **Physiology.**—This subject should embrace instruction in anatomy, histology and physiology of the human body, and the essentials of hygiene. The text-book should be amplified by the use of charts and models.

(b) **Physics.**—The course in Physics should represent an amount of work equal to that given by such a text-book as Laboratory practice should accompany the use of the text-book. The student's Laboratory note-book will be considered as a part of the requirements.

(c) **Chemistry.**—The instruction must include both text-book and laboratory work. A careful record of laboratory experiments should be kept, and must be presented in evidence of actual work accomplished.

(d) **Zoology.**—The work presented in Zoology should extend at least through one semester and consist of a careful study of the structure, habits and life histories of representative animals. Especial attention should be given to the development of accurate observation and ability to draw correctly in laboratory note-books.

(e) **Botany.**—This course should cover the elements of plant structure and physiology, and the life histories of types from the main groups of plants. The knowledge should be derived to a large extent from a study of the objects and should include the ability to classify and name the more common species. Note-book and herbarium collections should be presented.

COURSES OF STUDY.

The departments in the College of Liberal Arts and Sciences are arranged in three general groups, viz:

- Group I. Biblical Literature.
English Language and Literature.
French.
German.
Greek.
Latin.
- Group II. Social and Political Science.
History.
Philosophy.
Public Speaking.
Religion.
- Group III. Biology.
Chemistry.
Mathematics and Astronomy.
Physics.
Geology.

The Bachelor's degree is conferred upon those students who have satisfactorily completed one hundred and twenty-eight semester-hours of study including a major and a minor. Students whose major is chosen from Group I. or II. receive on completing the course the degree of Bachelor of Arts, and those whose major is chosen from Group III. the degree of Bachelor of Science.

A major consists of not less than eighteen semester hours in one of the departments, or in an allied department. The major must be chosen by the beginning of the Junior year, and no change can be made thereafter without permission of the faculty.

A minor consists of twelve semester-hours chosen from a group other than that in which the major is taken. The minor must be made up of consecutive courses offered in one department or in an allied department.

The remaining hours required for the completion of the course must be elected under the following restrictions: if the student wishes to pursue the study of Latin in college he must offer two units of Latin for admission and must complete eight semester-hours in college. If language is begun in college he must complete at least sixteen semester-hours. When no ancient language is offered for admission he must complete twenty-four semester-hours. Students presenting two units of ancient languages, shall be required to take sixteen semester-hours. Those presenting three or four units of ancient languages shall be required to take eight semester-hours.

Courses Prescribed for Degree of Bachelor of Arts.

	HOURS	YEAR
I.—Biblical Literature	4	1st & 2nd
II.—Mathematics: Trigonometry, Analytics, or College Algebra	8	1st
III.—English Language	8	1st
IV.—Latin or Greek	8	1st
V.—English Literature	4	2nd
VI.—One of the following: Botany, Chemistry, Geology, Phys- ics, Zoology	8	2nd or 3rd
VII.—Psychology and Logic	8	3rd

Courses Prescribed for the Degree of Bachelor of Science.

	HOURS	YEAR
I.—Biblical Literature	4	1st & 2nd
II.—Mathematics: Trigonometry, Analytics, or College Algebra	8	1st
III.—English Language	8	1st
IV.—French or German	8	1st
V.—English Literature	4	2nd
VI.—Two of the following: Botany, Chemistry, Geology, Phys- ics, Zoology	16	2nd or 3rd
VII.—Psychology and Logic	8	3rd
VIII.—One of the following: History or Economics	6	2nd or 3rd

Electives.

	HOURS	YEAR
French, German, Greek and Latin	4-4	1st
Zoology	4-4	1st
French, German and Greek	4-4	2nd
Mathematics	3-3	2nd
History	3-3	2nd
Botany	4-4	2nd
Chemistry	4-4	2nd
Political Science	4-4	2nd
Zoology	4-4	2nd
Greek History	2-2	2nd
Mathematics	3-3	3rd
Chemistry	4 4	3rd
Economics	3	3rd
English Literature	2 2	3rd
Geology	4½	3rd
History	3 3	3rd
Language	4 4	3rd
Mathematics	3 3	3rd
Political Economy	4 3	3rd
Physics	4 4	3rd
Astronomy	4	4th
Biology	4 4	4th
Chemistry	4 4	4th
Constitutional Law	3	4th
Education	3 3	4th
Ethics	4	4th
International Law	3	4th
Language	2-4 2-4	4th
Literature	2-2	4th
Psychology	3	4th
Philisophy	4 4	4th
Physics	4 4	4th
Sociology	3 3	4th
Religion	3 3	4th

ACADEMY.

THOMAS FINKBEINER

Principal.

The main purpose of this school is to prepare students for college. The work has recently been more definitely organized and placed under the special supervision of a principal. The aim is to provide the most favorable conditions for the pursuit of preparatory study. Persons expecting to enter college will generally save time by attending a good preparatory school, as its courses are arranged with special reference to college work. And young men and women of maturer years can frequently by earnest and faithful application complete the requirements for admission in less time than is necessary for younger pupils. The close connection with the college affords peculiar advantages, and renders the transition to the college less abrupt than is the case in coming from a separate preparatory school.

The preparatory courses offered extend through four years each, and cover the usual requirements for admission prescribed by the best American colleges. The successful completion of any one of these courses admits to the corresponding course in college without examination. The Academy is a member of the North Central Association of Colleges and Secondary Schools.

No student in the Academy shall be permitted to take more than four regular studies unless he has made an average grade of eighty-eight per cent.

ACADEMY COURSES.

Preparatory for Arts Course.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin Beginning	5	5
Mathematics, Algebra	5	5
American History and Civics	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Cæsar	5	5
Mathematics-Algebra		4
Ancient History	4	4
Physiology	4	
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

Latin-Cicero, or German	4	4
Physics	4	4
Mathematics-Geometry	5	5
American Literature	4	4
Bible	1	1

FOURTH YEAR.

Latin }	4	4
Greek }		
German }	5	5
Medieval and English History	4	4
English Literature	4	4
Bible	1	1

ACADEMY COURSES.

Preparatory for Scientific Course.

FIRST YEAR.

	FIRST SEMESTER.	SECOND SEMESTER.
Latin	5	5
Mathematics, Algebra	5	5
History	4	4
First Year English	4	4
Bible	1	1

SECOND YEAR.

Latin-Cæsar	5	5
Mathematics-Algebra		4
Physiology	4	
Zoology and Botany	4	4
Rhetoric	4	4
Bible	1	1

THIRD YEAR.

German, French, or Latin	5	5
Mathematics-Geometry	4	4
Physics	4	4
American Literature	4	4
Bible	1	1

FOURTH YEAR.

German, French or Latin	5	5
Chemistry	4	4
History	4	4
English Literature	4	4
Bible	1	1

DEPARTMENTS OF INSTRUCTION.

Psychology, Philosophy and Education.

Psychology.—This course undertakes a thorough and scientific study of the functions and phenomena of consciousness, as known through introspection and experimental investigation. It includes a careful study of the structure and functions of the nervous system, and aims to give the student a systematic acquaintance with the powers of the mind, their limitation and order of development. The psychological basis of ethics and theism is carefully pointed out and the bearing of this subject on the problems of education is duly noted. Lectures on special phases of mental life supplement the use of textbooks. First Semester.

Angell's Psychology and Pillsbury's Essentials of Psychology, are the textbooks.

Baldwin's Handbook of Psychology; Ladd's Psychology, Descriptive and Explanatory; Stout's Analytical Psychology, Sully's The Human Mind and Angell's Psychology are the text-books.

Experimental Psychology.—The course in general Psychology is followed up by a course in experimental psychology in which the generally accepted conclusions of psychology are subjected to a careful experimental test. The purpose of the course is two-fold, on the one hand, to familiarize the student with laboratory methods as used in the study of psychology and, on the other, to train him in making introspection.

The experiments are based upon Seashore's Elementary Experiments in Psychology, Meyer's and Titchener's Experimental Psychologies.

Abnormal Psychology.—This subject is principally taught by lectures, and aims to present an outline study of abnormal states of consciousness. It offers an exposition of the physical and mental conditions of such phenomena as dreams, somnambulism, hypnotism, illusion, hallucinations, spiritualism and kindred forms of mental pathology. The course is designed to supplement the work in general and advanced psychology, and to suggest to the student a method for the investigation and interpretations of these mysterious phenomena.

Child Psychology.—A course will be offered in Child Psychology for the special purpose of discovering the true nature of the child, its instincts, its ideals as well as its particular needs. The work aims to trace the development of the child out of the original instincts into a rational personality. It is especially adapted to teachers, and ministers of the gospel, and will be offered as a course in education.

Kirkpatrick's *Fundamentals of Child Psychology* and Mark's *The Unfolding of Personality* are the text-books.

This course is offered in 1914.

The Psychology of Adolescence.—This course investigates the period of life when the ideals suddenly enlarge, when the youth becomes unsettled in his beliefs, and all life takes on different aspects. It aims to study the forces at work upon unfolding consciousness and to master the best methods for directing them so that the youth may be established in safe principles of life. This course presupposes a course in general psychology. President Hall's "Youth" is the principal text-book. This course is offered in 1914.

Logic.—The aim of this course is to give the student a thorough knowledge of the principles of deductive and inductive reasoning. In Deductive Logic attention is chiefly directed to the study of the forms of thought, the analysis of the syllogism, the detection of fallacies, and the estimation of evidence. In Inductive Logic the problem, grounds and principles of the various forms of induction are discussed, and care is taken to familiarize the student with the methods of scientific investigation and discovery. Second Semester.

Hibben's Deductive and Inductive Logic, Bode's Outline of Logic, and Jones' Inductive and Deductive Logic are used as text-books.

ETHICS AND PHILOSOPHY.

Introduction to Philosophy.—This course furnishes a general outline of the scope, divisions and aims of Philosophy. It is designed to introduce the student to the methods and problems of Philosophical study, and to guide him in forming habits of close analysis and original synthesis in dealing with the problems of human thought. First Semester of the Senior year.

Fullerton's, Russel's and Paulsen's Introduction to Philosophy are used as text-books on this subject.

History of Philosophy.—The student of this subject begins with a brief survey of the development of philosophical thought in Greece. Special emphasis is laid upon Plato and Aristotle as illustrating the most important and interesting phases of ancient philosophy. In modern philosophy attention is principally paid to the systems of Kant, Fichte and Hegel. The course aims to acquaint the student with the progress of human thought, but also ex-

hibits the relations of philosophical doctrines to practical life, both personal and social. First Semester of the Senior year.

The text-books used are: Roger's History of Philosophy, Fairbank's First Philosophers of Greece, Zeller's Handbook of Greek Philosophy, Royce's Spirit of Modern Philosophy, Windelband's History of Philosophy, Calkin's Persistent Problems of Philosophy, Hoeffding's Brief History of Modern Philosophy, and Cushman's History of Philosophy.

Epistemology.—This course aims to inquire into the nature and conditions of formal truth in connection with the study of advanced logic. It investigates the equipment of the mind for logical operations, and their validity for the knowledge of reality. Thought is regarded as an organic activity which unfolds from within. The history of thought is traced, and the views of the more important thinkers are critically examined for the purpose of developing a constructive doctrine of thought and knowledge. Second Semester of the Senior year.

The text-books are: Bowne's Theory of Thought and Knowledge, Ormund's Foundation of Knowledge and Ladd's Philosophy of Knowledge and Pillsbury's Psychology of Reasoning and Boodin's Truth and Reality.

Metaphysics.—In addition to the study of Philosophy as connected with the other branches of this department, one term is devoted Metaphysics. This course embraces Ontology, Cosmology and Psychology. The aim is to deepen the interest in the profounder themes of philosophy, and to vindicate a theistic and Christian Philosophy from the misconceptions to which it is constantly exposed. The more important philosophical questions now at issue

among speculators receive due consideration, and the results of recent critical discussions, together with comments, are interspersed with daily recitations. Second Semester of the Senior year.

Bowne's *Metaphysics*, Fullerton's *The World We Live In*, and Snowden's *The World a Spiritual System*, are the text-books.

Ethics.—This subject is treated as intimately connected with the study of psychology and philosophy, since its foundations lie in the human soul. The various types of the ethical theory in ancient and modern philosophy are critically examined and the metaphysical implications carefully considered. While keeping to the philosophical basis, the aim is throughout to make the instruction practical by showing the application of ethical problems to the diversified relations of the concrete duties of life. Second Semester of the Senior year.

The text-books on this subject are: Seth's *Ethical Principles*, Bowne's *Theory of Ethics*, Paulsen's *System of Ethics*, and Dewey and Tuft's *Ethics*.

Readings will be assigned from the modern philosophical writers for the purpose of understanding the different positions taken in the more recent history of thought, such as Rationalism and Empiricism, Monism and Pluralism, Absolutism and Pragmatism.

EDUCATION.

The purpose of this department is to acquaint the student with the history of educational efforts and progress; to establish him in the psychological and philosophical foundations of education, and to prepare him for

the work of rational instruction. The course extends through an entire year, and presupposes a thorough acquaintance with history and general psychology.

History of Education.—The work begins with a historical survey of educational theories and practice from the time of the ancient Greeks to the present. The early Christian Schools, the significance of Scholasticism, the Renaissance and the Reformation are carefully studied. Attention is, however, chiefly directed to the most important problems, suggested by the labors of educational leaders and reformers; and their contributions to the science of education. First Semester.

Monroe's History of Education is used as text-book.

Philosophy of Education.—The aim of this course is to inquire into the facts of education and their implications. Education in its broadest sense is regarded as a world-process which is intimately related to the history of civilization. But it has also a temporal aspect, under which the mind unfolds and reveals its inner nature. The problems of genetic psychology receive careful attention; and the fact that education is a process of self-realization through self-activity is constantly emphasized.

The text-books used are: Horne's Philosophy of Education, Colvin's The Learning Process, Henderson's Principles of Education, and Bagley's The Educative Process.

Science and Art of Teaching.—This subject is an application of the principles of education to the art of teaching. Psychological facts are considered as the basis; and the laws of mental development are regarded as illustrating the most favorable conditions of intellectual growth. The actual needs of the teacher are constantly kept in view. The application of general principles to the method

of teaching special branches, particularly those of the high school curriculum, serves to make this course entirely practical.

Horne's Psychological Principles of Education, Bagley's Educative Process, Johnston's High School Education are used as text-books.

School Management.—School supervision and management is the particular branch pursued during the third term. It includes a study and discussion of the essential elements of a good school; the hygienic conditions of the schoolroom, and the various problems that arise in the organization of the work, and the government of the school. It is intended to meet the requirements of teachers for schools of different grades. A course of experimental education will be offered in connection with this course.

Arnold's School and Class Management, Bagley's Class-room Management, Thorndike's Principles of Teaching and Strayer's The Learning Process are the text-books.

BIBLICAL LITERATURE.

The Bible.—The course is systematic and progressive, and aims to acquaint the student with the historical facts of the Old and New Testament Scriptures, and the truth and principles of Christianity as taught by Christ and his apostles. The relation of the Bible to general history is carefully pointed out, and its influence upon the world, as a supernatural revelation is duly recognized. While no attempt is made to teach a dogmatic system of belief, attention is constantly directed to the profound significance of this study for religious culture and the development of the best type of character.

Natural Theology.—This subject treats of the existence and character of God, as these may be known from reason and nature. It assumes that nature bears the impress of the Creator, and that this is discoverable by reason. The results of scientific investigation and discovery are recognized and utilized so far as they bear on the subject. The insufficiency of the teaching of nature in regard to moral and religious truth is pointed out, and the mind directed to an appreciation of the divine revelation furnished by the word of God. First Semester of the Senior year.

Valentine's Natural Theology, Flint's Theism, Peabody's Christianity and Science, Fisher's Manual of Natural Theology and Kirn's Religion a Rational Demand are the text-books.

Christian Evidences.—This subject deals with the fundamental facts of Christianity and the various arguments in proof of its claims. This course embraces the study of the nature and aim of Christianity, the miracle, the person of Christ, the authenticity, the genuineness and credibility of the Gospels, the testimony of the apostolic and patristic ages, and the effects of Christianity on human life and character. The method pursued is both historic and philosophical, and aims to bring to the mind of the student the Christian system as in harmony with nature and the dictates of reason, and as having the highest claims upon human acceptance. Second Semester of the Senior year.

Fisher's Grounds of Theistic and Christian Belief, Robinson's Christian Evidences and Harris' Self-Revelation of God are used as text-books.

Philosophy of Religion.—This course is designed to investigate as thoroughly as possible the rational grounds of religious faith and life. The foundations and the logical value of the theistic argument are critically examined, and the relation of theism to Christianity is carefully pointed out. The principal anti-theistic theories are noted, and emphasis is laid upon the fact that the theistic conception meets and harmonizes the demands of the free intelligent spirit and constitutes the solution of the universal problem. Second Semester of the Senior year.

The text-books used are: Ames' *The Psychology of Religious Experience*, Bowne's *Theism*, Caird's *Philosophy of Religion*, Harris' *Philosophical Basis of Theism*, Fraser's *Philosophy of Theism*, Schultz's *Outline of Christian Apologetics*, and Flint's *Agnosticism*.

HISTORY.

The aims of this department are: (1) to present a clear and comprehensive view of "the course of human events" from the dawn of civilization to the present time; (2) to chart the main features in the pilgrimage of those Western Peoples from whom we derive our own civilization; (3) upon this foundation, to construct the framework of our own national history; (4) to awaken the historical imagination of the student and to develop in him a keen sense of cause and effect in the affairs of human life; (5) to furnish the necessary historical background for the profitable study of literature and the social sciences.

The text-book and library methods are supplemented by the lecture method with such use of source material as is consistent with the above aims. Analytical out-

lines, chronological charts and sketch maps are also required.

ACADEMY.

American History and Civics.—Four hours, first and second Semester, first year. The study of history should begin with the present and the familiar, then proceed to the remote and the past. Only so can it be made to yield the most fruitful results for the beginner. This course, therefore, furnishes the natural starting point for the American student, explaining as it does the institutions with which he is already familiar.

Ancient History.—Four hours, first Semester, second year. This course traces the rise and decline of Oriental Civilizations, and the history of Greece and Rome up to the height of Roman power and civilization.

Mediaeval History of Europe.—Four hours, second Semester, second year. Traces the decline of Roman power, and the foundation of modern European states on the ruins of fallen Rome up through the Renaissance and the period of the Rise of Cities.

Europe in Modern Times.—Four hours, first Semester, fourth year. This course is to serve as an introductory study of the conditions which have given rise to the European States of today. It covers the periods of Reformation, Absolute Monarchy, and Political Revolutions, which have resulted in modern representative government.

History of England.—Four hours, second Semester, fourth year. Traces the Anglo-Saxon Invasion of Roman Britain; the rise of the English nation; the Norman Con-

quest; the development of the English constitutional State; the colonial expansion of England; the long struggle for civil and religious liberty; formation of the British Empire.

COLLEGE.

I. Political History of Modern Europe.—Three hours, first Semester, Sophomore year. Traces the development of European Civilization since the opening of the sixteenth century. Extensive outlines on regularly assigned outside reading are required weekly. Students are encouraged as far as practicable to refer to source materials in their outside reading.

II. Political History of the United States.—Three hours, second Semester, Sophomore year. The object of this course is to trace closely the growth of modern political ideas in our own country and to thoroughly investigate the conditions which have given rise to present day problems and present relations with foreign powers. The regular recitation work is supplemented with frequent lectures and class reports on outside reading. One thesis on some particular phase of the subject is required. This course is given in alternate years. Will be offered in 1915-16.

III. Industrial History of the United States.—Three hours, second Semester, Sophomore year. This course is intended to show the growth and organization of industry and finance during the period of our wonderful material development, and to afford a basis for a scientific study of practical economic problems. Extensive research on specially assigned subjects is required. This course is given in alternate years. Will be offered in 1914-15.

IV. **English History.**—English History will be offered in the place of Industrial History of the United States whenever a sufficient number of applicants for second Semester work express a desire to take the subject. This course traces the growth of English political ideas and constitutional liberty since the time of the Norman Conquest. Extensive outside reading and one long thesis, required.

V. **French Revolution and Napoleonic Era. 1789-1815.**—Two hours, first Semester, Junior year. This course traces minutely the events of that momentous struggle on the continent from which we trace the beginnings of modern European governments. Extensive research is required. Class room work is largely supplemented by lectures. Open only to those who have taken course I. Offered in alternate years.

VI. **Civil War and Reconstruction. 1859-1867.**—Three hours, first Semester. This course aims to present the constitutional and diplomatic problems arising during the greatest civil strife in our history. Special emphasis is placed on the constitutional bases of secession, emancipation and reconstruction and on the diplomatic services of Seward and Adams. Open to Juniors and Seniors. Alternates with Course V.

VII. **Constitutional History of the United States. 1817-1861.**—Two hours, second Semester, Junior year. Traces the growth of the slavery question through the various compromises and court decisions and takes up some of the most important diplomatic questions arising in the period immediately preceding the Civil War. Offered in alternate years.

THE SOCIAL SCIENCES.**ECONOMICS, POLITICS AND SOCIOLOGY.**

The aim of the department will be to give the student a general knowledge of the Principles, the Literature, and the Practical Applications of the distinctive Social Sciences. The ideal of education as training for social efficiency is kept steadily in view and it is purposed to make the department, so far as possible, a School of Citizenship and Applied Christianity.

The thorough mastery of an outline text-book, supplemented by further study of special topics by the lecture, the library, and the laboratory methods, is the program prescribed for all classes in the department. The presence of students from all sections of North America adds greatly to the interest of the classroom discussions in these subjects.

I. The Elements of Political Science.—Four hours, first Semester, Sophomore year. An examination of the nature of the State including the ideas of Sovereignty and Civil Liberty; the structure and functions of Government in general; and some account of national politics and international diplomacy.

II. American Government and Politics, Municipal, State and National.—Four hours, second Semester, Sophomore year. A detailed study of the American Political System in its principles and practical operation. The rights and duties (with special emphasis upon the duties) of Citizenship in a Republic; the ideal of Efficient Democracy as the goal of political development; and current questions in Practical Politics, are included in this subject.

III. Introduction to the Study of Society.—Three hours, first Semester, Senior year. A concrete study of the origin, growth, structure and functions of the local society or community, as a basis of abstract scientific thinking about familiar social facts, as an inductive method of approach to the special social sciences, and as a means of emphasizing their essential unity in an integral social process.

IV. Outlines of General Sociology.—Three hours, second Semester, Senior year. Traces the development of Sociological Theory, including the Structural and Functional Types of Descriptive Analysis of Society; the Psychological and Teleological Interpretation of Social Phenomena; the relation of Sociological Method to Social Reform; and attempts to formulate for solution in the light of the foregoing survey, the practical problems of modern society.

V. The Principles of Economics.—Four hours, first Semester, Junior year. A study of what constitutes Value and how it is produced, maintained, increased or diminished in accordance with the natural laws of Business Enterprise and of human capacity for enjoyment. The immutable conditions of material welfare; the artificial restraints and obstacles interposed; the ideals of Democracy in Industry and Social Justice in economic legislation; and the true economy of all industrial resources, including that of human life, are the principal topics covered.

VI. Constitutional Law.—Three hours, first Semester, Senior year. A comparative study of the constitutions of the four leading countries of the world. Includes a close, logical analysis of the forms of government; the construction and operation of the several parts of the constitu-

tion; together with an exposition of the principles and tendencies of each. An excellent discipline in political reasoning.

VII. International Law.—Three hours, second Semester, Senior year. This subject comprises an historical and critical study of the international relations of sovereign states, and a discussion of the principal rights and obligations which civilized nations have come to observe in their relations and intercourse with one another. It is of the utmost importance to those who are to participate, directly or indirectly, in moulding public sentiment or shaping the policy of our government, towards other nations.

VIII. Problems in Banking and Currency.—Three hours, second Semester, Senior year. History of banking and currency in the United States. Present conditions of banking and currency compared with those of England, Germany and France. Defects in our system and theories of reform. This course will alternate with International Law. It presupposes the course in the Principles of Economics.

Labor Problems.—History of the labor movement in America. Wages, hours, woman and child labor, labor organizations, profit sharing, labor laws, and the relation of capital and socialism. To be offered with the above.

GERMAN LANGUAGE AND LITERATURE.

The aim of this department is to meet the wants not only of such students as are of German parentage and are able to read and speak the language when they enter, but also of such to whom the German is a foreign tongue.

Students who have a reading and speaking knowledge when they enter are advised to pursue the following:

German Grammar.—The aim is to give the student a knowledge of the essential facts of Grammar and to teach him to apply these in writing and speaking. Short themes written in German are required every two weeks. Text, Lyon's *Handbuch der deutschen Sprache*. Five hours throughout the year.

Second Year German.—During the year the Grammar is thoroughly reviewed. Translation into German. Composition and conversation based on Kron's *German Daily Life*, and the reading and reproduction of a number of Schiller's Ballads and *Wilhelm Tell*. Conducted in German. Four hours throughout the year.

German Rhetoric.—A correct use of the German language and a knowledge of its higher rhetorical beauty are the aim of this course. Constant practice in the various kinds of composition is required. As models of style, classic prose, orations, and choice poetry are critically read in class. Text, Calmberg's *Kunst der Rede*, supplemented by lectures.

Four hours first Semester. Given 1914-15.

History of Germany.—A study of the history of Germany from earliest times to the present. Conducted in German. Text—"Geschichte des deutschen Volkes" von Dr. David Mueller. Three hours. Second Semester. Given in 1914-15.

History of German Literature.—A systematic study of German literature from the earliest times, supplemented by the study of versification and of the different kinds of poetry and prose. Much of the choicest lyric poetry and such masterpieces as *Nibelungenlied*, *Les-*

sing's *Nathan der Weise*, Goethe's *Iphigenie auf Tauris*, Schiller's *Wallenstein* and a representative work from Grillparzer, Hebbel, Ludwig, Sudermann and Hauptmann are read. Four hours throughout the year. Omitted in 1914-15.

Students who have no knowledge of German when they enter and desire to pursue this language are advised to take the following courses in which German is used as much as possible in the class-room.

Beginning German Grammar and easy reading with composition based upon the text read. Five hours throughout the year.

Second Year German Drill upon the elements of German Grammar continued. Syntax. Reading of easy narrative prose. Constant practice in paraphrasing and in translating into German sentences based upon the text. Five hours throughout the year.

Third Year German Modern and classical prose and verse are read. Composition and Grammar review. Writing of short themes in German. The attention of the student is constantly called to English and German words of cognate origin. Four hours throughout the year.

Classical Drama.—Introduction to the drama of the Classical Period. A drama or two from Lessing, Goethe and Schiller will be read and discussed with biographical reading. Four hours. First Semester. Given in 1914-15.

Modern German Dramatists.—Selected dramas of Grillparzer, Hebbel, Ludwig and Hauptmann, with supplementary biographical reading. A rapid reading course. Four hours. Second Semester. Given in 1914-15.

Goethe's Life and Works.—The life of Goethe, either Bielchowsky or Heinemann. Reading of "Dichtung und Wahrheit," "Goetz," "Die Leiden des Jungen Werther," "Egmont," "Iphigenia auf Tauris," "Tasso" and Lyrics and Part I of Faust. Four hours throughout the year. Omitted in 1914-15.

Goethe's Faust.—The Faust legend and early Faust books and plays, reading of Parts I. and II. Open only to Juniors and Seniors. Two hours throughout the year. Given in 1914-15.

This course, if class desires, can easily be extended to three hours by a study of his Lyrics and a number of other representative works.

Historical Survey of German.—The course aims to give the historic development of the language with special reference to modern German Grammar. Two hours. First Semester. Omitted in 1914-15.

Middle High German.—Introductory Course. Study of either the "Niebelungenlied," "Kundrun" or "Der arme Heinrich." Two hours second Semester. Omitted in 1914-15.

Teacher's Course in German.—Methods of teaching German in secondary Schools. Criticism of Text books. Visiting of German classes in some representative High School. Bagster-Collins"—German in Secondary Schools, assigned reading and reports. The class has the option between this and the preceeding course. Omitted in 1914-15.

The last courses are especially recommended to students who desire to teach German, and are open only to Juniors and Seniors.

FRENCH LANGUAGE AND LITERATURE.

The course in French extends through four years and aims to give the student such practical knowledge of the language as will enable him to appreciate its literature and prepare him for broader fields of study.

First Year French.—Grammar, with practice in writing and speaking. During the first Semester stress is laid on the syntax and pronunciation, while during the second Semester the attention is directed chiefly to conversation, translation, and reading in French without translation. Four hours.

Second Year French.—Introduction to French Literature. Selected readings from French classical and modern writers. A short History of French Literature will be used and collateral reading of French History will be required. Informal lectures and reports of authors read. Four hours.

French Fiction and Drama.—The first Semester will be devoted to the study of French fiction; the second Semester to the study of French drama. Informal lectures and reports of authors read. Four hours. Given in 1914-15.

French Prose and Poetry.—The first Semester will be devoted to French prose **not fiction**; the second Semester to French poetry. Four hours. Not given in 1914-15.

LATIN LANGUAGE AND LITERATURE.

The chief aim of the Department of Latin is to afford an intimate acquaintance with the best in the Latin language and literature. After a solid foundation has been

laid in the working principles of the language, the student is introduced to the great masterpieces of the literature. The courses are carefully graded with reference to relative difficulty of translation and grammatical structure. The cultural value of the subjects taught and the needs of prospective teachers are kept constantly in mind. The advanced elective courses are planned especially for such as may desire to teach Latin.

The Roman method of pronunciation is used and considerable attention is given to the etymology of English words taken from the Latin. Attention is called to the sequence of the following courses, and the student who wishes to specialize in Latin for the purpose of teaching is earnestly advised to pursue as many of the elective courses as possible.

Essentials of Latin.—Effort is made to acquire a good working vocabulary as well as a knowledge of the easier constructions. Text, Pearson. Five hours per week throughout the year.

Caesar.—Selections from the Gallic and Civil Wars of Caesar are read and writing of Latin based upon the text, equivalent to one hour per week is done. The student is expected to acquire such historical and geographical information as is suggested by the text. Written exercises are required from time to time. Text, Mather. Five hours per week through the year.

Cicero.—Six orations of Cicero and some of the letters are read. Additional writing of Latin is required. Text, Kelsey. Four hours per week throughout the year.

Virgil.—"Aeneid," the first six books entire, or substitution of Ovid for the fifth book. Attention is given

to poetical translation, as well as to the reading of poetry. Four hours per week throughout the year.

Livy, Horace and Tacitus.—(a) Portions of Livy relating to some of the most important epochs of Roman History, with special attention to word-order as indicating emphasis and meaning, are read.

(a) Horace and selections from the four books of Odes as well as from the Epodes and Satires with special study of the few principal meters and memorizing of select passages.

(c) Tacitus—"Agricola" and "Germania." For these, Cicero—"De Senectute" or selections from "Letters" may be substituted.

(The foregoing are a pre-requisite to this.)

Teachers' Training Course.—Difficult grammatical problems solved. Selections from the several Roman authors read with a minute examination of their structural and literary merits. Given in alternate years. Two hours per week through the year.

Advanced Roman History.—College credit. Open to all college students who have a reading knowledge of Latin. Will be given in alternate years. Two hours per week throughout the year.

Advanced Work.—Plautus—"Captivi" or "Trinummus;" Terence—"Andria" or "Adephoe;" Cicero—"Tusculan Disputations," book I; Horace—"Epistulae."

GREEK LANGUAGE AND LITERATURE.

The department of Greek has been reorganized with the purpose of introducing the student as quickly as possible into the heart and genius of the Greek people. Due

cognizance is taken of the very large influence exerted by the Greeks upon modern culture and the student from the very first is encouraged to project himself mentally into the period which he is studying. He is disabused of the notion that the Greek language is for him a dead language. Rather he is trained to think of it as the medium of expression of a people whose culture still dominates the intellectuality of the world. The beauty and force of the Greek language and thought are kept constantly in the foreground. Words are studied in root groups, thus enabling the student to build up a strong vocabulary of use not only in the reading of the Greek but also in the appreciation of English derivatives. A somewhat wider variety of courses is presented to which those are eligible who have had at least two years of Greek. Particular attention is called to those courses which are open to students of college grade who have not a reading knowledge of the Greek and yet desire to acquaint themselves somewhat with the fertile field of Greek history and literature.

Course I. Essentials, White. Four hours per week. A course for those beginning Greek. Mastery of constructions. Acquirement of strong vocabulary by the root-group system. Greek-English and English-Greek writing. One or more books of Xenophon's *Anabasis* or equivalent read during this course. The purpose of the course is to lay the foundations so thoroughly that the student can pursue the further courses with satisfaction and ease. On the assumption that failure to enjoy foreign language study is usually due to inefficient work in first year, every effort is made during this course to explain all principles lucidly and with proper relation. The

teacher is accordingly much in evidence at the black-board. Collateral material calculated to arouse the student's interest in the field of Greek life and culture is introduced from time to time. The course aims to prepare for rapid and intelligent reading of literature in second year.

Course II. Xenophon and Plato. Four hours per week. From two to four books of the *Anabasis* read in the light of history, geography and archaeology. The *Crito* and such other of the Platonic dialogues as time permits will be read.

Course III. Herodotus, Homer and Pato. Four hours per week. Selections from Book VII. of Herodotus. Plato's *Apology* and parts of the *Phaedo*. Selected books of the *Iliad* or *Odyssey*. A close analytical study is made of the dialectic selections particularly with a view to an understanding of the Socratic methods and types of argumentation. Lectures and class discussions supplement the reading in course. Correlated study of mythology in connection with the work in epic. Course open to those who have completed Course II. or its equivalent.

Course IV. Demosthenes' "De Corona". Select orations of Lysias, or Sophocles' "Antigone", together with additional selections to be announced by the department. The work in tragedy will undertake to familiarize the student with the evolution of the drama and the Greek appreciation of the great tragedians.

Course VI. Greek History. Two hours per week, first Semester. College credit. Open to all students of college grade. No reading knowledge of the Greek required. However, the course is recommended especially to those pursuing the study of the Greek classics. The political

and social life of the Greeks down to the post-Alexandrian period is studied, emphasis being laid on the contribution of the Greeks to subsequent institutions. Intended especially as an introduction to Course VII. which follows logically in the second Semester.

Course VII. Greek Literature. Two hours per week. Second Semester. College credit. An English course. No reading knowledge of the Greek required. Open to students of college grade. The course aims to give the student an appreciation of the rise and growth of Greek literature without the necessity of reading selections in the original. Wright's History of Greek Literature is used.

Course VIII. Greek Philosophy. First Semester. Four hours. Plato: Republic and other selections. Aristotle: Ethics. A study of the several schools of Greek philosophy from text and translation. Written analysis of arguments with related class discussions and lectures. A brief survey of the essentials of Greek religion. The course aims to answer the student's question as to why Greek philosophy was a greater moral determinant than Greek religion. Intended as a preparation for Course IX. Open only to advanced Greek students having completed two or three years of the language.

Course IX. New Testament and Patristic Greek. Second Semester. Four hours. One of the gospels entire and selections from others. At least one Pauline epistle. Selections from patristic writers. Comparison with pagan doctrines. Study of history of manuscripts, post classic influences, etc. Eligibility to this course same as for Course VIII with which it coordinates, but the student may pursue either course without the other.

ENGLISH.

Academy.

The study of literature constitutes an important part of a liberal education. It introduces the student to the companionship of great and noble minds, and aims to give him a clear conception of the beauty and force of the great masterpieces that give dignity to language. The appreciative contact with the noblest works of the best writers cannot fail to have an inspiring and refining influence upon the thought of the student, and to contribute to the acquisition of a natural and effective use of language in speaking and writing.

First Year English.—After a thorough study of Grammar, this course supplies a long-felt need, in preparing the way for Rhetoric. Its aim is to make clear the relations of words, phrases and clauses in the sentence already formed, and help the student shape his own thought into vigorous, well knit idiomatic English. This subject also shows the historical connections between present usage and earlier construction. Its plan is to correlate English syntax with that of other languages, which the first year student is beginning. In composition the exercises are analytic and constructive, thus leading to a clearer apprehension of the interdependence of syntax and composition, and a fuller survey of the subject as a whole in its essential unity.

Scott and Denney's Elementary English Composition is used as text, classes meeting four times a week.

Elementary Rhetoric.—One year is devoted to the study of Elementary Rhetoric, classes meeting four times a week. The course embraces a careful study of the

principles and rules of punctuation with their application; instruction in the choice of words, the elements of style, figures of speech, structure of sentences and forming of paragraphs. The work is made as practical as possible by requiring written exercises in addition to the study of the text-book. The aim of these exercises is to emphasize the points presented in the text, more especially to provide for frequent drills in oral composition. This course is introductory to Freshman Rhetoric.

Scott and Denney's Composition and Literature is used as text-book.

American Literature.—This course takes up the history of American Literature, the product of a part of the English people under new geographical and political conditions. It is essential, therefore, that the student be thoroughly acquainted with both English and American political, social and literary history. He must know what the environments of our literature are; and what are the relations between cause and effect, between the Saxon mind in England and the Saxon mind in America.

One year is devoted to this subject and comes in the Academy course, third year. In connection with a text-book, many standard productions, both poetry and prose, are critically analyzed in class. Besides this, the student is required to pursue a course of reading and prepare written exercises such as reproductions, critiques and reviews of several standard prose works. These exercises are carefully criticised by the teacher and some are read and discussed before the class.

Newcomer's text-book is used, besides a number of classics and other noted works of reference. Classes meet four times a week.

Elementary English Literature.—This course includes a thorough study of the logical development of English Literature and a brief survey of the general character of its different periods. Special attention is paid to representative authors. A text-book serves as a guide in the study, but this is supplemented by copious selections from English masterpieces. This course is governed by "College Entrance Requirements in English." In the study of these masterpieces the student becomes acquainted with the style of different authors. Besides closely and critically analyzing a number of the standard works, collateral reading is required, and written exercises, biographical and critical, upon these authors, are read and discussed in class. The course extends through one year in the Academy, classes meeting four times a week.

The Making of English Literature by Crawshaw is the text used. English classics and other standard works of reference, such as Pancoast's History, are freely used.

ENGLISH.

College.

Freshman Rhetoric.—It is the aim of this course to set forth clearly and forcibly the essential working principles that underlie all effective writing and speaking. Rhetorical theory is supplemented by an abundance of practical illustration, theme-writing, class discussion and individual criticism. Special attention is given to the four forms of discourse, Description, Narration, Exposition, and Persuasion. Lectures, Text-books and individual conferences. Two texts are used: Slater's "Freshman Rhetoric," and Genung's "The Working Principles

of Rhetoric;" the former as the basis of class-room discussion, the latter for reference.

Freshmen, First Semester; four hours a week.

Freshman Rhetoric.—In this course the study of rhetorical theory is continued and the principles which govern the construction of the sentence, the paragraph, and the composition as a whole are further illustrated and applied. A careful study is made of the thirty-eight honor orations edited by Professors Trueblood, Caskey and Gordon for the Northern Oratorical League. Two orations are required from the young men; and one oration and a declamation from the young women. The second half of the Semester is devoted to the study of Argumentation and Debate. Some practice is afforded in analysis, brief-drawing, and oral presentation. Texts: "Winning Speeches," Trueblood, Caskey and Gordon; and, "Practical Argumentation," Pattee.

Freshmen, Second Semester; four hours a week.

The Short Story.—Here the student makes a completer study and application of the principles of narration, one of the four forms of discourse found in course I. A prescribed list of short stories is read out of class and reported upon, typical stories are read and discussed in class, and much original work is required of each student. Lectures and Individual conferences. Texts: "Writing the Short-Story," Esenwein; "The Odd Number," Mau-passant; Collections of Short Stories by Poe. Bret Harte, Wilkie Collins, Besant, O. Henry, Balzac, and Turgeneff.

Sophomore, First Semester; two hours a week.

Literary Criticism.—This course is designed to give definiteness and delight to literary study, and to guide

the student of Literature in making critical estimates. The purpose of the work is to present, not the vast body of critical theory but only those methods and principles which appear to be the most useful to the student in cultivating an intelligent appreciation of literature. Interesting material for intensive study and class-room discussions, in addition to the text-book, is provided by a series of Ten Critical Essays written by Hazlitt, Carlyle, Macaulay, Thackeray, Newman, Bagehot, Pater, Stephen, Morley and Arnold. Texts: "Nineteenth Century English Prose," Dickinson and Roe, "Principles of Literary Criticism," Winchester.

Sophomore, Second Semester; two hours a week.

English Poetry.—The purpose of this course is to introduce the student to the technique, and the aesthetic character of English verse, and to show the true nature of poetry as an art and as a social force. The study is not made too theoretical or technical, but is concerned with those things which every educated person should know of the structure of English verse and its subject matter. This course must precede all courses in poetry. Texts: "A Study of Versification," Matthews. Three of the following volumes are to furnish illustrative material: "Choice English Lyrics," Baldwin, "Old English Ballads," Gummere, "The Book of Elegies," Baldwin, and "Lyrical Poems," Johnson. "English Poems of Nineteenth Century," Bronson.

Juniors, First Semester; two hours a week.

The Novel.—This course is concerned, not with the origin and development of the novel, nor with contemporaneous fiction, but with the "body of doctrine" governing the Art of fiction. A study is made of pur-

pose in fiction, of plot and plot development, of character, characterization and dialogue, of setting, of denouement, and of the relation which the novel bears to other forms of literature and to the life of man. The aim of the work is to lead the student to an appreciative reading of worthy fiction. Lectures, and specimen analyses of model novels are given by the instructor, and a carefully worked out analysis of at least one standard novel is required of each student. Text: "The Technique of the Novel" by Horn. Novels to be announced.

Juniors, First Semester; two hours a week.

Shakespearean Drama.—The technique of the drama is given in lectures. The following plays are studied: Love's Labour's Lost, Richard III., Romeo and Juliet, As You Like It, Othello, King Lear, Antony and Cleopatra, Coriolanus, The Tempest. Papers on assigned topics are read and discussed in class. Given every year.

Juniors and Seniors, Second Semester, two hours a week.

History and Criticism of Nineteenth Century Poetry.—This course is designed to acquaint the student with the history of English Poetry from Wordsworth to Tennyson. Special attention is given to the best work of the leading poets of the period. Texts: Saintsbury's "History of Nineteenth Century Literature"; and Ward's "The English Poets," Volume IV. Given in First Semester 1915-16. Offered to Juniors and Seniors.

American Literary Criticism.—It is the purpose of this course to trace the development of literary criticism in America. The material studied consists of several typical essays in Criticism by twelve American authors.

Text: "American Literary Criticism," Payne. Offered to Seniors 1914-15.

American Poets.—The work consists of interpretative reading of several poems, rapid reading of others, assignments and reports. The poets studied are: Bryant, Poe, Longfellow, Whittier, Holmes, Lowell, Whitman and Lanier. Text: "The Chief American Poets," Page. Offered to Seniors 1914-15.

Four (Minor) Victorian Poets.—This course combines the study of the lives and the poetry of Clough, Arnold, Rossetti and Morris in their relation to modern life. Text: "Four Victorian Poets," Brooke.

Open to Seniors in 1914-15. First Semester.

Chief Victorian Poets: Browning and Tennyson.—A study of the mission of these poets, their choice of subjects, their religion, optimism and philosophy. Reading, interpretation, lectures, assignments and reports. Texts: "Introduction to the Poetry of Robert Browning," Alexander, "Poems of Browning and Tennyson" in "The Oxford Poets," edition. Open to Senior 1915-16. Second Semester.

PUBLIC SPEAKING.

This department is designed to teach Oratory as an Art based upon the laws of nature. The aim is to cultivate harmoniously the body, mind and soul, to develop the entire man and to enable him to use the full measure of his powers before an audience.

Every great speaker possesses an individuality distinct from that of any other speaker. The individuality of the student is therefore of great importance. He is trained not by fashioning him after a certain model, or

by making him a slave to arbitrary rules, but by quickening and developing all the intellectual faculties, cultivating the imagination, deepening and guiding the emotions, freeing and disciplining all his powers of expression and then leaving him unhampered with his own temperament. The student is not to be an imitator of his teacher. The aim is to develop "artists, not apes; personality, not actors."

Courses of Instruction.

In addition to the following courses of study, private work in the various branches of the Art of Expression is offered.

Public Speaking.—Here at the outset, the mental requirements for speaking are emphasized. The basis of effective speaking is shown to be clear and orderly thinking. Thought-expression precedes all considerations of technique. This study furnishes a basis for subsequent work in formal oratory, debate and extempore speaking. Given every year.

Text: "Public Speaking"—Shurter. Lectures.

Principles of Elocution.—Now the work is at once more technical and more practical. It is more technical in that the student masters a more advanced text, and more practical in that he is required to apply in his declamation work before the class the principles gathered from the text. Constructive, positive, encouraging criticism is given by both the class and the instructor. Given every year.

Text: "Practical Elocution."—Fulton and Trueblood.

Extemporaneous Oratory.—This course is designed to give the amateur speaker facility in outlining a subject,

clarity of thought, skill in marshalling material and effectiveness in properly presenting, on short notice, thoughts previously gathered. It aims to develop the logical acumen, the analytic as well as the synthetic qualities of the learner. Each student is required to make several extemporaneous addresses before the class, on subjects assigned by the instructor. The address is criticised as to form and substance, arrangement, literary value and thought; and the speaker, as to his directness, simplicity, earnestness, impressiveness and forensic deportment. Given every year.

Texts: "Extemporaneous Oratory"—Buckley; "Extempore Speaking"—Shurter.

Argumentation and Debate.—This work is designed to serve not only as a stepping-stone to successful debating, but also, and more especially, as a training in the habits of accurate thinking, fair-mindedness and thoroughness, as well as lucid, exact, interesting expression. Frequent debates, preceded by briefs, are a part of the work of the class. These debates are criticised before the class as to substance and form,—thought, arrangement, use of evidence, rebuttal tactics, literary form and delivery. Given every year.

Text: "Argumentation and Debating."—Foster.

Effective Speaking.—Effectiveness in respect to delivery is not studied in connection with this course. It is a study of the rhetoric, logic, and the great psychological principles that govern success in speech. This is the most advanced course offered. Text: "Effective Speaking," Phillips. Given every year.

The following courses will be given if elected by ten or more students.

1. History of Oratory.
2. Psychology of Public Speaking.
3. Oratorical Composition and Delivery.

Private Instruction.—Those students who feel the need of training for the removal of defects of speech and those who desire to fit themselves for work in professional reading and lecturing may obtain special private instruction at the following rates:

Single lessons, one hour	\$ 1.50
Twelve lessons, forty-five minutes each.....	12.00

MATHEMATICS.

The study of mathematics aims to develop the power of clear and consecutive reasoning, to form habits of exact and accurate expression, and to prepare for the pursuit of higher technical work and scientific research. It therefore justly holds a prominent place in the College curriculum.

Academy.

Algebra.—One and one-half years are devoted to the study of Elements of Algebra. During the first year the student is expected to thoroughly master—The Four Fundamental Processes, Principles of Aggregation, Transposition, Factoring, Common Divisors and Multiples, Fractions, Simple and Simultaneous Equations, Involution, Evolution through square and cube root, Theory of Exponents, Radicals, Pure and affected quadratic equations and Higher Equations of the quadratic form.

Milne's High School Algebra is the text used and the work will cover the first 250 pages. The first half of the second year will complete the book including the sub-

jects—Ratio, Proportion, Progressions, Imaginary Quantities, Simple Logarithms, the Binomial Theorem, etc., closing with Graphic Algebra.

We aim to so emphasize the various truths that the student will be well grounded in all the principles and processes of Elementary Algebra.

Plane and Solid Geometry.—This study is pursued during the fourth year in the Academy. Faylor's Plane and Solid Geometry is used as a text-book. Nicety and exactness of statement will be insisted upon, so that the study of this subject may benefit the students' language as well as improve his knowledge of mathematics.

A large number of original exercises and problems will be required in order to cultivate skill and power in applying principles and methods already learned, and to develop in the student a thorough mastery of his own work and resources.

College.

College Algebra.—This subject is studied in the first Semester of the Freshman year, and completes the work in Algebra. Beginning with a review in Quadratics, the course includes a thorough study of the Theory of Equations, Binomial Theorem, Series, Determinants, etc. The theory and use of Logarithms receives special attention.

Plane and Spherical Trigonometry.—Trigonometry is offered in the second Semester of the Freshman year. The text used is Bauer and Brooke's. A thorough mastery of the essential principles of the subject is required, and a large number and variety of exercises and examples are given in order to develop skill and judgment in applying principles.

Analytic Geometry.—This course is arranged for the first Semester of the Sophomore year and is required in the Scientific course, but elective in the other courses. The work embraces the study of the Point, Straight Lines, Circles, Loci, Parabola and a fuller treatment of Conic Sections. Numerous exercises and problems are added and a thorough work is insisted upon as a means of securing the best mental discipline.

Advanced work in Plane Analytics and Solid Analytic Geometry may be elected in the second Semester of the Sophomore year.

Surveying.—This subject is required in the Scientific course. Hodgman's **Manual** serves as text-book. The chief aim in this study is to familiarize the student with the ordinary operations and computations of surveying and leveling. Sufficient work is required to enable the student to understand the various instruments and to use them with facility. Calculus may be substituted for Surveying.

Differential and Integral Calculus.—This course may be elected in the Junior year. The aim is to make this a practical and interesting study. The course includes a thorough study of the principles and their applications in the solution of the various classes of problems. Osborne's text is used. Electives are also offered in advanced Calculus or Determinants.

General Astronomy.—The aim of this study is to give the student a comprehensive knowledge of the general principles and theories of the heavenly bodies: their distance, motions and mutual relations; their form, dimensions and constitutions; the theories regarding their origin and the latest and best methods of investigation.

The constant purpose is to create within the student a deep and abiding love for the subject and to broaden his mental horizon. This work is offered during the first Semester of the Senior year. Advanced work may be elected. Young's Manual is the text.

PHYSICS.

Academy.

Elementary Physics.—This course extends through one year and corresponds in grade to the work usually offered in secondary schools. Those who enter it should have a working knowledge of the metric system and the elements of algebra. Recitations, demonstrations before the class, problems, and carefully correlated laboratory work make the course interesting, practical and thorough. Students are required to perform fifty quantitative experiments which are carefully recorded and submitted to the instructor for criticism. Millikan and Gale's textbook and Manual are used in this course.

College.

General Physics.—The work of this course extends through two Semesters and pre-supposes Trigonometry and such knowledge of the subject as Elementary Physics aims to furnish. Considerable time is given to the working of problems and to the discussion of those fundamental laws and principles which underlie the science. The historical development of the subject, as well as the contributions made by prominent investigators of the present day, receive special attention. During the first Semester Mechanics and Sound are studied; Heat, Light and

Electricity are taken up during the second. Class room work is supplemented by lectures and demonstrations, and by a Laboratory Course in quantitative determinations. The experiments required are selected with a view to develop thought power and to stimulate interest in the subject. In addition to the required work, students are encouraged to read recognized authorities along lines suggested by the instructor.

Crew's General Physics and Ames and Bliss' Course of Experiments serve as text-book and laboratory guide.

Physical Measurements.—The aim of this course is to establish an intimate and vital connection between the theory of physics and experiments in the laboratory. It is open to all students who have completed a course in General Physics such as is offered in Northwestern College and who have the necessary mathematical preparation. Precision of measurements and careful determination of physical constants are emphasized throughout the course.

CHEMISTRY.

Academy.

Elementary Chemistry.—This course is designed to furnish an introduction to chemical theory, to the use of symbols, formulae and equations; and to a practical knowledge of the elements and their more important compounds. It extends through one year and counts for four hours, three hours being spent in recitation and two in the laboratory each week. It is open to all students in the preparatory department, and is required of all expecting to enter the scientific course. Henderson's Ele-

mentary Chemistry and Experiments are used as text-book and laboratory manual.

College.

General Chemistry.—This course is intended for students desiring to complete the A. B. Course and who have not had a course in Elementary Chemistry. It extends through the Junior year, two hours per week being spent in the recitation room and four hours per week being devoted to laboratory work. In the first Semester the study is mainly of acid forming elements; in the second Semester the metals and some of the more important organic compounds are studied. This is a strong course and meets in an admirable manner the needs of those who desire a general knowledge of the facts and methods of Chemistry. Newell's College Chemistry is used as text-book. Laboratory work is taken from Smith's Manual. Credit 4 hours. General Chemistry for Colleges and Laboratory Manual are used in this course. Credit 4 hours.

Advanced General Chemistry.—This course is intended for Scientific students who have had one full year of chemistry and is in every respect a very strong course. In addition to the work usually studied in General Chemistry, considerable time is devoted to the consideration of the physical-chemical theories and their relation to chemical phenomena. Recitations are held twice a week throughout the year and a minimum of four hours laboratory work is required although more time may be profitably spent on the work outlined for the course. Smith's General Chemistry for Colleges and Laboratory Manual are used in this course. Credit 4 hours.

Household Chemistry.—A laboratory course which may be elected by ladies who have had or are pursuing a

course in General Chemistry. The course takes up a study of foods, digestive juices, leavening agents, adulterants, soaps, textiles, stains, etc. Offered during the second semester. Credit two hours.

Qualitative Analysis.—This course is intended for students who desire to complete the Scientific Course. It extends through one Semester, eight hours per week being spent in the laboratory. The study of the bases is first taken up. The student deals for the first few weeks with known compounds and by lecture, recitation and laboratory work, is led to familiarize himself with the distinguishing characteristics of the various groups, sub-groups and separate elements. He is then directed to deduce a scheme of analysis which will enable him to discover and identify the basic elements. Unknown solutions are next taken up; first those which are comparatively simple, later those which are more complex. Acid analysis is studied and developed in a similar manner. The latter part of the course is spent in analyzing minerals, alloys and complex mixtures of various kinds. The Elements of Qualitative Analysis by Wm. A. Noyes is used in this course. Credit 4 hours.

Quantitative Analysis.—This course extends through one Semester of the Junior year. It consists of laboratory work with lectures on laboratory methods and individual instruction at the student's desk. Besides systematic work in gravimetric and volumetric analysis, it includes the quantitative determination of a graded series of compounds. The choice of substances will be governed by the interest or needs of the student, the aim being to secure a thorough knowledge of the subject and to develop the judgment by careful attention to the details in the application of means to ends. Newth's Manual

of Chemical Analysis is used in this course. Credit 4 hours.

Organic Chemistry is open to students who have completed a course in General Inorganic Chemistry. The course extends through the year, two hours per week being devoted to lectures and recitations, four hours per week to laboratory work. Will be offered upon request of a sufficient number of applicants. Credit 4 hours.

Geology.—Since Geology depends upon so many other sciences for its comprehension, it is appropriately placed in the second Semester of the Junior year. The text-book used is Brigham's Geology; and LeConte's Elements and Dana's Manual are recommended for additional reading. Field work is done as much as possible; our locality affording special facilities for observation of drift deposits. Mineralogy is taken up in connection with Geology one hour a week. Talks are given on composition of minerals, crystallography, etc., etc., and about fifty minerals are studied and determined by their external characteristics.

BIOLOGICAL SCIENCE.

Academy.

Physiology.—The object of this course is to give the student a general knowledge of the structure and functions of the various organs of the body in their normal conditions. Enough anatomy is given to render the physiological discussions intelligible, and enough of hygiene to guide to an intelligent care of the body. Demonstrations illustrating the subject accompany the study. Walker's Physiology is used as text-book.

Elementary Botany.—This course aims to furnish an introduction to the scientific study of plant life. Beginning with the simplest forms, representative types are selected for careful analysis, including a study of the structure, nature and growth of plants. Practical work in analysis and classification is required, and adds greatly to the interest and value of the study. Bergen's *Elementary Botany* is the text-book.

Elementary Zoology.—This course gives the student an introduction to the study of animal life. Specimens illustrating distinct types are used as much as possible. Observation of the life and habits of local species is encouraged. In the class room Davison's *Practical Zoology* is followed as text. Laboratory exercises two hours per week are required throughout the Semester.

College.

General Botany.—This course runs through one Semester and is intended for students in the Classical and Philosophical courses. Bergen and Davis' *Principles of Botany* is used as text. Laboratory work two hours a week is required in which the principal types of Cryptogamous and Phanerogamous plants are studied, as well as the structure and tissues of the higher plants. Field work is also required. Students are expected to study, classify, press and mount 60 specimens, of which 30 are also to be carefully described. Material from the College Herbarium is constantly used to illustrate the subject.

Advanced Botany.—This course is open only to such as have had preparatory training in Botany and is required of students of the Scientific course. The course

runs through the year and consists of text study and recitations; laboratory work two hours a week for the year; field study of such types as may be found in the vicinity of Naperville; and the study of herbarium construction and classification. For the recitation, Atkinson's College Botany or some equivalent text is used. In the laboratory, the compound microscope will be freely used in the study of type plants and their structure. The student is required to collect, press and neatly mount 100 specimens, and correctly arrange them in order covers, and 40 specimens are to be accompanied by carefully written descriptions. The College Herbarium of over 40,000 specimens will be constantly used to furnish illustrative material.

General Zoology.—This course is more extended and advanced than the last but does not necessarily require any previous study of the science. It is intended for students of the Classical and Philosophical courses. Linville and Kelly's General Zoology is followed as a text-book. Specimens from the College Museum are constantly used to illustrate species under discussion. In the Laboratory the most important animal types are studied. Observation of the habits and life history of the animals to be found in our vicinity is encouraged as much as possible.

Advanced Zoology.—Students taking this course are required to have an elementary knowledge of the science. This course is required in the Scientific course and is recommended to all others who expect to make the teaching of Biology a life work. The classification of animals is studied more carefully and thoroughly than in the other courses. Recitations will be based on Hertwig's Manual of Zoology as a text-book or on some other text

of equal standing. Laboratory work extends through the year and all the important types of animals are studied. The compound microscope is frequently used. The student is expected to collect, preserve and carefully classify 50 specimens of animals as found in this locality.

Advanced Biology.—This course is offered in the Senior year of the Scientific course, and presupposes such proficiency in biological study as the prescribed work of the preceding years may be assumed to have furnished. The first Semester is devoted to the microscopic investigation of the structure of plant cells, and various vegetable forms; and the second to the nature and physiology of animal life, together with the activities and diversities in typical forms, the distribution of animals and their adaptation to geographical environment. The formal class-room instruction is supplemented by individual laboratory work, and the results are reported in written form. Careful instruction in microscopic technique is given throughout the year. The student is expected to learn the best methods of killing and fixing tissues, imbedding in paraffin, sectioning, staining and mounting several media. This course is of special value to teachers of Biology.

SCHOOL OF COMMERCE.

A. C. GEGENHEIMER,

Principal.

The purpose of this department is to provide for a thorough business education. The regular commercial studies may be completed in one year, but persons deficient in the common English branches will require two years. The aim is to give the student a clear and practical knowledge of the Science of accounts and all commercial transactions. The plan of the work is broad and liberal, thorough and complete, and embraces all the principles and the varied details from the simple idea of debit and credit to the most complex and intricate computations. The work is so practical that it cannot fail to be of greatest value to every student, whatever his pursuit in life may be.

Its connection with a literary college gives the department many important advantages. Commercial students are in daily contact with the students of the college and receive the benefit of all those literary stimulations that prove so helpful in the pursuit of knowledge. They have free access to the College library and reading room, and may enter any College class for which they are properly prepared.

Book-keeping.—This study embraces the theory of accounts by Single and Double Entry. The first term is devoted to elementary work during which the student becomes familiar with Day-Book and Journal entries, opening and closing the Ledger, making Trial Balances, Financial Statements, and the various forms of Inven-

tories, Bills, Discounts and Premiums. The second term advanced work in Book-keeping and Banking is taken. A Special Banking Set forms a part of the third term's work.

The Student is required to work in books and forms as used in Wholesaling, Retailing, Commission, Shipping, Railroading, Partnership and Manufacturing. The practical work of this term is performed in connection with offices fitted up for this purpose.

Commercial Arithmetic.—In the study of this subject attention is especially directed to Interest, Bank Accounts, Trade Discounts, Stocks, Bonds, Insurance, Partnership, and Equation of Accounts. It is intended to give the student thorough knowledge of all forms of Arithmetic bearing upon commercial transactions.

Commercial Law.—In this branch careful instruction is given on the following subjects; Contracts, Negotiable Papers, Agency, Partnership, Corporations, Payments, Liens, Interest and Usury, Bailment, Guaranty and Surety, Real Estate Conveyance and Settlement of Estates. A text-book is used, but frequent lectures are added to supplement the work.

Commercial Geography.—This subject is taken up during the Spring term, and aims to furnish a general survey of the development of industry and the expansion of commerce in the civilized countries of the world. The production and distribution of the principal articles which enter into American trade are studied with special care. The instruction is based upon the use of a text-book, but supplemented by class-room discussion.

Actual Business Practice.—This is one of the special features of the course. Here business is transacted on

the actual business plan which brings into practice the theories and the principles daily taught in the class-room. The Department is furnished with Banks, Commission and Wholesale Houses, and all the appliances necessary to acquaint the student thoroughly with actual business operations.

Penmanship.—Classes in Penmanship are formed every term. Careful and systematic instruction, and painstaking practice enable the student to acquire not only a thorough knowledge of the theory of the art, but also ability in rapid and graceful execution. Weekly drills in writing Letters, Notes, Receipts, Drafts, Orders, Checks, etc., accompany the work in Penmanship.

Special Drill Exercises.—Special exercises in Business Correspondence, Drawing up of Contracts, Leases, Deeds, Mortgages; and the various forms of Commercial Papers continue throughout the course.

All papers and books are carefully inspected by the Teacher, and errors are marked and the forms of correction suggested. But the student is in every case required to make the correction himself, and copy all work and manuscript in which errors, blots or erasures occur.

Extra Studies.—Commercial students are entitled to one extra study in any department of the College in addition to the Commercial Course without extra charge, except in Music and Art.

Admission.—Applicants for admission to the Commercial Department must possess a good common school education. The business world of today requires not only a knowledge of commercial branches, but also a thorough general education. Graduates from high school will, upon presenting their diplomas, be admitted without exam-

ination. Persons not having completed some regular preparatory course, are expected to pass an examination in the common English branches: Reading and Spelling, Arithmetic, Grammar, Geography and United States History. Such as are not ready for the business course, will be advised to enter the Academy of the College.

Course of Study.

FIRST TERM	SECOND TERM	THIRD TERM.
Book-Keeping	Book-Keeping	Book-Keeping
Commercial Arithmetic	Commercial Law	Commere'l Geography
Penmanship	Penmanship	Penmanship
English	English	English Quick Figuring
Correspondence		

Time Required.—A student properly prepared can complete the studies usually required in a commercial course in six months, although his work will always be more thorough and satisfactory if he takes nine months. Students may enter at the beginning of either of the Fall or Winter term, but they are earnestly advised to enter in the Fall, at the opening of the school year, if possible.

Diplomas.—Students, who satisfactorily complete either the six months' or nine months' course and pass the required examination, receive a diploma.

SHORTHAND AND TYPEWRITING.

The Commercial Department offers also superior advantages for the study of Shorthand and Typewriting. The great demand for Reporters and Amanuenses makes this a very popular course. The instruction is thorough and gives special attention to system, speed and accuracy. The Eclectic System of Shorthand is taught, and the Rem-

ington and Underwood typewriters are used. The principles of Shorthand can be completed in one term, but the regular course requires three terms. The work in Typewriting usually requires the same length of time.

EXPENSES.

Enrollment fees for the Commercial Course, not including Shorthand, Typewriting and Ornamental Penmanship:

First Term	\$20.00
Second Term	20.00
Third Term	17.50
Diploma	2.00

TUITION FOR SINGLE STUDIES.

Penmanship only, per term	\$ 3.00
Shorthand, per term	3.00
Ornamental Penmanship, per term	3.00
Typewriting, first term	10.00
Typewriting, second term	5.00
Book-keeping, one term	6.00
Commercial Law, one term	3.00

Students taking Book-keeping and more than one study of the regular commercial course will be charged full enrollment fees.

Expense for board, room rent, and fuel, see "Rooms and Boarding."

SCHOOL OF MUSIC.

FACULTY.

LAWRENCE H. SEAGER, D. D.,

President.

J. FRANCIS MAGUIRE,

*Director of School of Music.**Piano, Organ, Harmony, Piano-forte and**Normal Classes.*

RUTH K. SPEICHER,

*Voice Culture.**History, Theory, and Public School Music.*

J. FREDERICK FEHR,

Violin.

GENERAL STATEMENT.

The Department of Music forms an integral part of the College and is under the same government and discipline. But its immediate interests and specific work are under the supervision of the Director of the School of Music. The purpose of the School is to provide opportunities for obtaining a good musical education under the auspices of a Christian institution. The general plan of the work is the same as that of the best American schools of music. The courses of study are thorough and comprehensive, and the methods of instruction are along modern lines. The aim is to teach music not only as an accomplishment, but also as an aid in the development of the highest type of manhood and womanhood. The intimate connection of the school with other departments of the college presents to the students opportunities of pursuing musical and literary studies at the same time. And such a combination is strongly recommended from an educational point of view. The ultimate aim is to train for life, to use the art of music as a means of intellectual æsthetic and moral culture. The close proximity to Chicago affords excellent opportunities for hearing the world's greatest artists together with concerts by the Chicago Symphony Orchestra and performances by the Chicago Grand Opera Company.

Instruction is offered in Piano, Pipe Organ, Violin, Voice Culture, Public School Music, Piano-forte and Normal Course; also in theoretical courses, including Harmony, Analysis, History, Theory of Music and Ear Training. The work in each branch is pursued systematically, but the time required for its completion will depend upon

the ability of the student. In all departments pupils will be advanced as rapidly as their work may justify.

The theoretical courses are open as electives to college students who have received the Sophomore year, and possess such musical ability as will enable them to pursue these courses with profit. Full credit will be given for work in Harmony, History and Theory of Music in making up the requirements for the bachelor's degree. The election and substitution of this work is, however, in all cases subject to the approval of the Faculty.

The Artist Recital Course.—A series of recitals of good vocal and instrumental music will be given each year by prominent artists, giving the students an opportunity of becoming acquainted with the work of leading artists.

Student Recitals.—Public recitals are given monthly thus giving students the privilege and experience of appearing before the public, and to aid the student in acquiring self-control and losing self-consciousness and embarrassment.

COURSES OF STUDY.

The work of the several departments is arranged in two courses, as follows:

I. **The Teachers' Certificate Course.**—Candidates must complete the fourth grade work in Piano, together with one year of Harmony, History and Theory of Music, and have attended the lectures given in the Piano-forte Normal course.

II. **The Diploma Course** is intended for those who have completed the work required in the Certificate Course and who desire to specialize in solo work. Candidates must complete the work in advanced harmony

and must possess literary attainments equal to a high school education.

PIANO DEPARTMENT.

An idea of the work required in the Teacher's Certificate may be obtained from the following outlined studies, extending through four grades.

First Three Grades.—Instruction in the correct position and use of the fingers, hand, wrist and arm with exercises and scales for correct touch; all major and minor scales in octaves, thirds and sixths, parallel and contrary motion. Triad arpeggios in all forms and positions. Other special technical exercises which may be needed by the student selected from the technical work of Pischna. Hand Culture, Methods for the earliest grades by Virgil and Leschetizky, together with easy studies by Le Couppéy, Burgmüller, Duvernoy, Gurlitt, and others, Sonatinas by Kuhlau and easy pieces for two and four hands.

For the more advanced a selection is made from the following list according to the requirements of the pupil.

Burgmüller	Op. 105.
Loeschorn	Op. 46 and 47.
Czerny	Op. 636.
Krause	Op. 2 (Trill Studies)
Czerny	Op. 553 (Octave Studies)
Bach—	Two part inventions.

Solo pieces suitable for these grades by standard composers, Sonatas by Haydn and Mozart, Memorizing begun.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these grades usually requires three years or more.

Fourth Grade.—Additional technical work in scales and arpeggios arranged especially to meet the requirements of modern technic. Studies selected from the following list according to the needs of the pupil.

Czerny Op. 740 (Dexterity Studies)

Cramer—Bulow—Selected Studies.

Kullak—Part II (Octave Studies)

Sonatas by Beethoven. Solo pieces by Mendelssohn, Schumann, Chopin, Liszt, and the best modern composers. Ensemble work for two pianos, Memorizing continued.

Special stress is not laid on concert performance in this course but all pupils are expected to appear in the public recitals.

The fourth grade usually requires a little more than a year, depending on the natural talent of the pupil and the amount of daily work.

Additional Work Required For Diploma.

One year's work on selections from the following list:

Clementi-Tausig Gradus ad Parnassum.

Bach Well-Tempered Clavichord.

Moscheles Op. 70.

Etudes by Chopin, Liszt and Rubinstein.

Works by the standard composers for public performance, a concerto to be performed in public, and one public recital to be given alone.

The Piano-forte Normal Course.—Has for its object the training of students in correct pedagogical methods. Mere proficiency as an executant does not insure ability to teach. Lectures are given which embrace the entire range of piano-forte teaching.

The following subjects will be embodied in the lectures given in connection with this course:

Primary Grades: Normal methods.

Elements of music.

Methods of practicing and thinking music.

Ear training, and Touch.

Preparatory Class: Varieties of Touch, Rhythm.

Velocity and Memorizing.

The Pedal.

Advanced Class: Principles of Arm Weight and its application, Phrasing, Dynamic Shading, Interpretation and expression, both poetic and dramatic as portrayed in the works of the classic and romantic periods. Teaching material for all grades. The History of the piano-forte and piano-forte players.

VOICE DEPARTMENT.

In this department great care is taken to give the pupil a correct method in the use of the voice. The aim is so to train and develop the voice and comprehension of the student as to enable him to become an intelligent and expressive singer. Purity and sweetness of tone is an attainment which every student should earnestly labor to acquire.

Teacher's Certificate Course.—First three grades. Special attention is given to breathing, voice placing, formation of vowels, correct intonation and attack. Exercises by the teacher designed for the special needs of each student with the Sieber, Abt, and Randegger vocal-

ises form the basis of the work. The Concone Fifty Exercises and Marchesi Elementary Exercises are then taken up. Songs from the classic romantic and modern periods are studied and complete the requirements of these grades.

While pupils will be allowed to go as fast as the thoroughness of their work will warrant, the completion of these three grades usually requires three years or more.

Fourth Grade.—The completion of this course requires an additional year of study, after the preparatory work has been finished. Special attention is given to phrasing, expression and interpretation. Songs of Schumann and Schubert and arias from standard authors are included in the work of the year.

Candidates for the Teacher's Certificate in Voice must be able to play accompaniments on the piano and read vocal music at sight.

Diploma Course.—This course requires one year's work in addition to the Teacher's Certificate course. Exercises in vocalization, chromatic scales, and selections from the more difficult studies in vocal technic are included in this grade of work.

VIOLIN DEPARTMENT.

Courses.

First Grade.—Methods of Herman, Sevcik, Schradieck, Kayser form the basis of the work of this year. Easy solos and duets in the first position.

Second Grade.—The work of the second year includes a study of the positions as outlined by Hermann and

Sevcik, Technic by Schradieck and Sevcik and Mazas Etudes and Dont Preparatory Studies to Kreutzer. Solos suitable to this grade.

Third Grade.—Kreutzer's Etudes with the Art of Bowing by Kross as a supplement. Technical Studies of Sevcik and Schradieck. Solo work to suit this grade. Pupils in this year are also permitted to take up chamber music. They will have instruction and practice in trios and quartettes and are expected to play in the College Orchestra.

PIPE ORGAN.

The College has a fine large pipe organ, and also a beautiful two manual reed-pipe organ, both of which are available for study and practice by the pupils of the School of Music. The pipe organ is justly considered the grandest of all musical instruments, capable of producing effects that are incomparable for beauty and grandeur of tone. The opportunities for study in this department are unsurpassed except in the largest cities.

But it being a difficult instrument to master, an organ course should not be begun until a good degree of piano technic has been acquired. The second grade of that course should, as a rule, be completed before entering upon a course in pipe organ.

First Year.—The work begins with exercises in pedal practice, hymn playing and elementary registration.

Thayer's and Dunham's organ schools together with Nilsson's Pedal Studies furnish the material for the first year's study.

Second Year.—The second year's work continues the study in registration. Buck's studies in Pedal Phrasing

and polyphonic studies and pieces by Bach and others indicate the general range of the work for the year.

Third Year.—In the third year attention is especially devoted to the study of solo playing and work intended to prepare for position as church organists. Mendelssohn's Organ works, Bach Fugues, and compositions by Guilman, Batiste, Du-Boise and others are used during the year.

HARMONY.

Harmony is an essential part of a musical education, and is necessary for the proper understanding of the structure of music. No person aspiring to become an intelligent musician can afford to be without a knowledge of the principles of harmony and the laws of musical form and structure. The full course leads to original work in musical compositions. Elementary Harmony extends through three terms.

First Term.—All keys and scales, intervals, triads, chord connections, simple part writing, harmonizing melodies, seventh chords. Analysis. Ear training begun.

Second Term.—Harmonizing melodies continued. Inversions of seventh chords and progression, Ear Training continued. Analysis.

Third Term.—Altered chords, augmented chords, suspensions, harmonizing given soprano. The text books used for reference are by Chadick, Goetschius, Foote and Spalding, Cutter's Harmonic Analysis.

Advanced Harmony extends likewise through one year, but can only be taken by students who have successfully completed the course in Elementary Harmony. The work consists of a careful review of the seventh

chords, altered chords, augmented chords, and suspensions, etc., together with the figured chorale, harmonizing florid melodies.

Modulation.—This course is required of all candidates for a diploma in Piano, Voice or Violin.

THEORY OF MUSIC.

Theory treats the numerous subdivisions of musical knowledge not included in Harmony and History. It embraces acoustics, notation, sound perception, the tempered scale, the orchestra and its instruments, musical rhythms, embellishments, musical forms and musical terms. It is a most important branch of study, including as it does, so many points of practical value to the student. The subject is taught by lectures, supplemented by text-books by Elson, Goetschius and Pauer.

HISTORY OF MUSIC.

This course embraces the study of the general development of music from ancient to modern times and extends through one year.

First Term.—Early traces of Music before the Christian era, early Christian music, Polyphonic music and schools, Luther's reformation and the Renaissance.

Second Term.—Development of dramatic music: Italian, German and French Opera; the Oratorio, Classical and romantic periods.

Third Term.—History of piano-forte, organ, violin, biographies of the great masters; works of the compos-

ers and arguments of the great operas. Text-books by Mathews, Baltzell and Dickinson used for reference.

VOCAL MUSIC.

Singing Classes.—Classes in musical notation and sight singing are organized each term. The instruction, while elementary, is thorough, and aims to furnish opportunities for the cultivation of tone qualities and the development of musical appreciation. The work is of special value to persons who may wish to prepare for conducting choir and chorus singing. Classes meet twice a week.

Public School Music.—Musical instruction has become such an important part of public school instruction courses, and the demand for teachers capable in this line of work so great, that it has been deemed wise to offer courses of study for those desiring to fit themselves for public school positions. The course offered for those expecting to teach music in the grades extends through one year and has for its object the development of artistic singing, fluency in sight-reading, accuracy in ear training, the more practical phases of theory and the rudiments of harmony. The instruction is given in classes meeting three times a week and continuing through the three terms of the year. Classes will not be organized for fewer than six pupils.

First Term.—In order to acquire technical skill without sacrificing the musical spirit, songs are first learned by note and attention is given to the spirit and movement, enunciation, phrasing and tonal quality. The same songs are then taken up in solfeggio (do, re, mi) thus introduc-

ing the study of intervals, pitch and rhythm with sight-reading.

Second Term.—The work in ear training, sight-reading and rhythm is continued and the rudiments of harmony are introduced.

Third Term.—Chord progression continued; practical work in melody writing and harmonization of same. Song analysis and interpretation of school songs, part songs and classical songs.

A second course is planned for such as desire to become Music Supervisors which requires two years' additional study. The work includes private lessons in Voice, the study of Harmony and History of Music.

GENERAL INFORMATION.

Students may enter at any time, but are advised to enter at the opening of the term.

The time required for the completion of any one of the regular courses in music will depend upon the student's ability, daily practice and previous work in music. The outlines indicate the time required in most cases.

Students not wishing to complete a regular course may select such branches as meet their requirements, provided they are prepared to pursue them profitably. Such students are, however, subject to the same regulations as those in the regular courses.

Tuition is payable in advance at the Treasurer's office of the college. No deduction will be made for absence from lessons, except in cases of protracted sickness, when the loss will be shared equally with the student.

Students are not allowed to teach music while pursuing their studies, without special permission from the Faculty. No student of the college is expected to take lessons in music except under the direction of the teachers of music.

Student musical organizations, such as Glee Clubs, Quartettes, Orchestras and Bands are under the supervision of the college Faculty. No organization shall be formed without the consent of the Faculty; and students deficient in their class work will not be allowed to become members of such organizations. No concerts or public entertainments shall be planned by any regular or voluntary organization without permission of the Faculty.

TUITION.

Piano, Violin or Voice:

Two lessons per week, Fall term, fourteen weeks.....	\$28.00
Winter or Spring term, twelve weeks, each.....	24.00
One-half hour lesson per week, Fall term	15.00
One-half hour lesson, Winter or Spring term	13.00
Eight weeks or less, per lesson	1.25

Harmony:

Two lessons per week, Fall term, 14 weeks	\$ 9.00
Two lessons per week, Winter and Spring terms, 12 weeks each	8.00

Theory or History:

Two lessons per week, each, per term	\$ 5.00
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Public School Music:

Three lessons per week, Fall term	\$ 9.00
Three lessons per week, Winter or Spring term	8.00

Singing Classes, Elementary or advanced:

Per term	\$ 1.50
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Incidental Fee, required of all Music Students\$ 1.00

Pipe Organ :

Two half-hour lessons per week, Fall Term\$28.00

Winter or Spring Term 24.00

One half-hour lesson, Fall Term 15.00

Winter or Spring Term 13.00

Piano-forte Normal, Spring Term\$ 9.00

Diplomas 5.00

Certificates 2.00

RENT OF INSTRUMENTS.

Piano :

One hour daily, per term, Fall term..... \$3.00

Two hours daily, per term, Fall term..... 4.00

Three hours daily, per term, Fall term..... 5.00

Four hours daily, per term, Fall term..... 6.00

Five hours daily, per term, Fall term..... 7.00

One hour daily, per term, Winter or Spring term..... 2.50

Two hours daily, per term, Winter or Spring term..... 3.50

Three hours daily, per term, Winter or Spring term..... 4.50

Four hours daily, per term, Winter or Spring term..... 5.50

Five hours daily, per term, Winter or Spring term..... 6.50

Pipe Organ :

One hour daily, per week \$1.00

Metronome, per term25

SCHOOL OF ART.

Instructor

MARGARET A. HITTLE.

Miss Hittle is a graduate of the Art Institute of Chicago, 1906. Mural decorations at Northwestern University, Lane Technical High School, James R. Doolittle School, and winner of the Frederick Magnus Brand Composition Prize in 1909.

This Department aims to bring to the student various lines of work that train the eye and hand, cultivate the imagination and develop self-expression and power in art. There is a wide range of choice in the work, and much can be accomplished by the enthusiastic student. The main divisions of the work are as follows:

1. Drawing in charcoal from cast.
2. Drawing in chalk, charcoal or pencil or painting in water color from still life in nature.
3. Sketch class in oil from nature and the figure, including work from memory.
4. Composition—the analytical study of picture-making.
5. Perspective.
6. Advanced composition and mural painting.
7. Design.
8. Applied Design, arts and crafts, pottery, leather work, basket weaving, polychromy, candle and lamp shades, metal work.

9. Clay modeling from cast and life.

10. Commercial work, lettering, commercial design, methods of drawing from reproduction.

11. Normal Training Work in the following of the above divisions 1, 2, 4, 5, 7, 8, 9 from the standpoint of child-study. Two mornings a week for 1 year with certificate.

12. The Art Lectures, Epochs in Art History, Relation of Art to Poetry and Music, Great Masters of Painting, Cathedrals, etc. A course of ten lectures illustrated by Stereopticon pictures, chalk drawings, color reproductions, etc. Free to all Art Students.

TUITION.

Two lessons a week (two hours each) Fall Term	\$18.00
Two lessons a week (two hours each) Spring Term	16.00
One Lesson a week (one hour) Winter or Spring Term.....	10.00
One Lesson a week (two hours) Winter or Spring Term.....	9.00
Special price to class of ten or more—one lesson a week	5.00
Children's Class (Thursday afternoon at four) meeting after school hours once a week	4.00
Art Lecture Course (to forty or more)	1.00

FORTY-NINTH ANNUAL COMMENCEMENT

Thursday, June 19th, 1913.

Commencement Oration EDWARD CARY HAYES, PH. D.
University of Illinois.

Degrees.

COLLEGE OF ARTS AND SCIENCES.

Bachelor of Arts.

H. C. BRUNEMEIER	Naperville
E. E. DRAEGER	Marshfield, Wis.
F. H. FEIK	Flat Rock, O.
EDNA GEISTER	Elgin
M. O. HERMAN	Cicero, Ind.
J. R. HOCH	Madison, N. J.
A. L. HORN	Naperville
VIOLA KNOCH	Champaign
ESTHER LANG	Mendon, Mich.
EDNA OERTLI	Groton, S. D.
LEILA RENNER	Racine, Wis.
F. W. SCHENDEL	Morristown, Minn.
J. J. SCHMIDT	South Germantown, Wis.
R. K. SCHWAB	Naperville
O. D. SWANK	Naperville
G. F. WAGNER	Sutherland, Neb.
C. B. WILMING	Lawrence, Kans.

Bachelor of Science.

WM. F. BLUMER	Sandwich
E. H. BRUNEMEIER	Chicago
J. U. ELMER	Vermillion, S. D.
R. W. FEIK	Lamoille
H. W. HANNEMAN	Naperville
G. H. KELLERMAN	Naperville
H. A. MILLER	Chicago
EDWARD A. PAULI	Omaha, Neb.

Bachelor of Literature.

E. A. GEISTER	Chicago
WM. E. GROTE	Chatsworth
FLORENCE HOOPES	Lexington
CORA MINCH	Chicago

GRADUATES.**Academy.**

EDNA AUSMAN	Elk Mound, Wis.
JACOB H. ARNDT	North Judson, Ind.
WM. BEUSCHER	Brooklyn, N. Y.
ARTHUR S. CAUGHELL	Bismarck, Ont.
F. SPENCER COWLES	Naperville
FLORENCE DAHMES	Clements, Mich.
EDWARD H. DAHM	Waterville, Kans.
THOMAS C. HEFTY	Valley Falls, Kans.
ALVINA H. HOFFMAN	Cleveland, O.
FRED KLUCKHOHN	Reddick
AUGUST KUHLMAN	Hubbard, Ia.
EDITH MOONEY	Lindsey, O.
ELMER J. NEUENSCHWANDER	Berne, Ind.
EMANUEL PAGNARD	Upper Sandusky, O.
OLIVE P. RITZENTHALER	Rrairie View
EDITH RUBRIGHT	Naperville

W. VERN SHOEMAKER	North Redwood, Minn.
OTTO R. THOM	Naperville
FRED C. WACHNITZ	Medaryville, Ind.
FLORENCE WEBERT	Elk Mound, Wis.
JOHN E. ZOLLER	Owendale, Mich.

School of Music.

SALOME MAUDE BEYLER	Nappanee, Ind.
PEARL M. BOMBERGER	Naperville
HEDWIG GERTRUDE BUTENHOFF	Markesan, Wis.
MAYME E. FEATHER	Chesaning, Mich.
HAZEL MARIE HATZ	Prairie du Sac, Wis.
MARTHA CATHERINE OESTREICHER	Dashwood, Ont.
MINNIE ELLEN PAULI	Bern, Kans.
ROSA CATHERINE SCHMIDT	Naperville

School of Commerce

MARCIA V. BABEL	Naperville
IRVING H. EASTER	Mendota
E. CLARENCE FENNER	Fond du Lac, Wis.
FRANK S. HILTENBRAND	Naperville
EARL KEMMERER	Plainfield
HARRY D. RICKERT	Nappanee, Ind.
ALFRED H. REGLI	Eau Claire, Wis.
ERVIN W. SCHWANTES	Milbank, S. D.
ELVIRA FERN VAN BLARICUM	Rochester, Ind.
ALVIN R. WOLFE	Dana
ARNOLD B. WORNER	Great Bend, N. D.
EDWIN G. YERK	Markesan, Wis.
ESTHER M. ZIMMERMAN	Wilton, Wis.

CANDIDATES FOR DEGREES.

Bachelor of Arts.

ALLEN, C. L.	Butler, Ohio
BARNHOPE, W. A.	Helena, Ohio
BERNHARDT, HUGO A.	Two Rivers, Wis.
BIESTER, FRED L.	Belvidere
BLECK, CLARA	New London, Wis.
COOK, HOWARD F.	Urbana, Ind.
DOESCHER, RALPH F.	Milford, Nebr.
EBERHARDT, HERBERT E.	Indianapolis, Ind.
HIRSCHMAN, ED.	Indianapolis, Ind.
JAECK, ELSIE	Naperville
KERSTON, MAUDE	Ashton
KIRN, FRED W.	Sebewaing, Mich.
LUBACH, ED. J.	Chippewa Falls, Wis.
MEIER, ALICE	Marshall, Minn.
OERTLI, ENA	Groton, S. D.
PLATZ, ESTHER	Falls City, Nebr.
RITZENTHALER, ERMA	Prairie View
SEITZ, GEORGE	Carmi
SPEICHER, PAUL	South Bend, Ind.
STAUFFACHER, H. W.	Monroe, Wis.
UMBREIT, ALLEN G.	Markesan, Wis.
WICHMAN, JESSE H.	Stanton, Nebr.

Bachelor of Science.

BOSSHARDT, ELMER H.	Faribault, Minn.
DAESCHNER, SADIE	Preston, Nebr.
GRIESEMER, BENJ. H.	Bremen, Ind.
HIEBENTHAL, W. P.	Scribner, Nebr.
HILL, FRED	Culbertson, Nebr.
SEDER, REUBEN I.	Kasson, Minn.
TROXEL, OLIVER	Lagro, Ind.
WINKELMANN, H. A.	Appleton, Minn.
ZIESKE, VICTOR W.	Sleepy Eye, Minn.

Bachelor of Literature.

SCHMIDT, ORRIN F.	Menomonee Falls, Wis.
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REGISTER OF STUDENTS.

SENIORS.

ALLEN, C. L.	Butler, Ohio
BARNHOPE, W. A.	Helena, Ohio
BERNHARDT, HUGO A.	Two Rivers, Wis.
BIESTER, FRED L.	Belvidere
BLECK, CLARA	New London, Wis.
BOSSHARDT, ELMER H.	Faribault, Minn.
COOK, HOWARD F.	Urbana, Ind.
DAESCHNER, SADIE	Preston, Nebr.
DOESCHER, RALPH F.	Fremont, Nebr.
EBERHARDT, HERBERT E.	Indianapolis, Ind.
GRIESEMER, BENJ. H.	Bremen, Ind.
HIEBENTHAL, W. P.	Scribner, Nebr.
HILL, FRED	Culbertson, Nebr.
HIRSCHMAN, ED. J.	Indianapolis, Ind.
JAECK, ELSIE	Naperville
KERSTON, MAUDE	Ashton
KIRN, FRED W.	Sebewaing, Mich.
LUBACH, ED. J.	Chippewa Falls, Wis.
MEIER, ALICE	Marshall, Minn.
MILLER, MILTON	Naperville
OERTLI, ENA	Groton, S. D.
PLATZ, ESTHER	Falls City, Nebr.
RITZENTHALER, ERMA	Prairie View
SCHMIDT, ORIN F.	Menomonee Falls, Wis.
SEDER, REUBEN I.	Preston, Minn.
SEITZ, GEORGE	Carmi
SPEICHER, PAUL	South Bend, Ind.
STAUFFACHER, H. W.	Monroe, Wis.
TROXEL, OLIVER	Lagro, Ind.
UMBREIT, ALLEN G.	Markesan, Wis.
WICHMAN, JESSE H.	Stanton, Nebr.
WINKELMANN, H. A.	Appleton, Minn.
ZIESKE, VICTOR W.	Sleepy Eye, Minn.

JUNIORS.

BARTH, VERA	Mendota
BERGER, CARL E.....	Elkhart, Ind.
BUTZER, ALBERT G.....	Buffalo, N. Y.
FRANK, FLORENCE	Paynesville, Minn.
FERNER, HAYES	Washington
GEIER, MYRTLE.....	Ortonville, Minn.
GAUERKE, EZRA H.....	Athens, Wis.
GAMERTSFELDER, RUTH	Naperville
GONGOLL, ALVIN.....	Hutchinson, Minn.
GOETTEL, ESTHER	Blue Earth, Minn.
HAUSER, FRED W.....	Sleepy Eye, Minn.
HEMMER, AMANDA	Somerville, Ind.
HOSBACH, ARTHUR	Erie, Penn.
KIETZMAN, FRANKLIN.....	Sandwich
KIRN, DELTA	Naperville
KREITLOW, E. C.....	Howard Lake, Minn.
KRUG, H. E.....	Brownsville, Wis.
LOHMAN, EMMA	Geneseo
LOZIER, ORVILLE O.....	Bremen, Ind.
MATHYS, CLIFFORD G.....	Arcadia, Wis.
MEYER, HARRY L.....	Indianapolis, Ind.
MUENCH, MARIE.....	Naperville
NANNINGA, RINICE ANNETTA.....	Humboldt, Kans.
NICKEL, ALLEN G.....	Milwaukee, Wis.
NINNEMAN, ARTHUR.....	Prairie du Sac, Wis.
ROEDERER, IRVIN	Louisville, Ky.
RUST, HAZEL,	Elgin
SCHLOERB, R. W.....	Milwaukee, Wis.
SCHLUETER, FRANKLIN	Milwaukee, Wis.
SCHIRMER, KATIE	Holton, Kans.
SCHMIDT, ALFRED O.....	North Redwood, Minn.
SPITLER, GEORGE A.....	Manchester, Mich.
UMBACH, MYRON J.....	Naperville
VIEL, LYNDON C.....	Milwaukee, Wis.
WILHELM, WALDEMAR	New Hamburg, Ontario
YENERICH, ETTA	Earlville

SOPHOMORES.

ANTON, ED.....	Waterloo, Iowa
BAUERNFEIND, EVA.....	Chicago
BERGER, PAUL.....	Tiffin, Ohio
BLEILER, J. G.....	Naperville
BROSE, FREDERICA	Chatfield, Ohio
BRUNS, HUGO	Grand Junction, Ia.
BRUNNER, A. J.....	Bonfield
DAVIS, T. FAY	Flint, Mich.
DENGIS, JOHN B.....	Berlin, Ontario
DREGER, EMIL	Chippewa Falls, Wis.
FAUST, MILFORD	Naperville
FISHER, EMMA	Medicine Hat, Alberta
GASSER, WM.	Oswego
GAMERTSFELDER, GORDON.....	Naperville
HENNING, ANDREW K.....	Allison, Ia.
HERRMAN, HERMAN	Naperville
HOFFMAN, B. A.....	Walnut
HOLZGRAF, ERWIN	Lewiston, Mont.
JOHNS, ETHEL	Cleveland, O.
KELLER, AGNES	Naperville
KNAUER, SOPHIA	Brooklyn, N. Y.
LANGENSTEIN, ALMA	Dakota
MAST, WESLEY.....	Sebewaing, Mich.
OBERHELMAN, H. A.....	Barnes, Kans.
OERTLI, JOHN	Groton, S. D.
PAUTZ, WM.	Arnprior, Ontario
PETER, MILTON	Elyria, Ohio
REIDT, CHAS. E.....	Clifford, Ontario
ROESLER, PEARL	Waseca, Minn.
RIPPBERGER, HELEN	Elgin
SENTY, WALTER	Waumandee, Wis.
SCHAEFLE, JOHN W.....	Naperville
SCHNELLER, EDWIN	Prairie du Sac, Wis.
SCHMALZRIED, HERMAN	Lagro, Ind.
SMITH, HAROLD A.	Waverly, Iowa
UCHIDA, TORU	Tokio, Japan
WITTE, MARVIN	Cottage Grove, Wis.
WITTE, WILBERT	Cottage Grove, Wis.

FRESHMEN.

ABRAHAM, ARTHUR	Olivia, Minn.
ARNDT, J. H.	North Judson, Ind.
ASHTON, GENEVIEVE	Hinckley
BAUMGARTNER, MABEL	Sumner, Ia.
BEUSCHER, WM.	Brooklyn, N. Y.
BEYLER, MAUDE	Nappanee, Ind.
BEYLER, OSCAR	Bremen, Ind.
BLASER, SYLVIA	Prairie View
BOHNER, CLARENCE, A.	Watertown, S. D.
CAUGHELL, A. S.	Bismarek, Ontario
COWLES, SPENCER	Naperville
DAHM, E. H.	Waterville, Kans.
ELMER, ARTHUR C.	Monroe, Wis.
ENGELBART, EZRA	Wabasso, Minn.
FEHR, GEORGE	Olivia, Minn.
FERCH, HENRY	Ripon, Wis.
GEIER, ROY	Ortonville, Minn.
HEFTY, THOS. C.	Valley Falls, Kans.
KASTNER, W. G.	Milwaukee, Wis.
KIENHOLZ, BEN.	Big Stone City, S. D.
KIENHOLZ, RAYMOND	Big Stone City, S. D.
KLEIMENHAGEN, KARL	Kilbourne, Wis.
KLUCKHOHN, F. R.	Reddick
KNOBLOCK, LYMAN	Bremen, Ind.
KUHLMAN, AUGUST	Hubbard, Ia.
LUCKEN, HELEN	Lidgerwood, N. D.
LANG, NELDA	Mendon, Mich.
MCCAULEY, PEARL	Fostoria, Ohio
PLATZ, MABEL	Falls City, Nebr.
POHLEY, MILLARD	Traverse City, Mich.
RITZENTHALER, OLIVE	Prairie View
SIEWERT, ALBERT	Pierson, Ia.
SENTY, MYRON	Arcadia, Wis.
SNUFF, HAZEL	Berrien Springs, Mich.
SPITTLER, CARL	Manchester, Mich.
STUEMPFIG, GEO.	Westfield, Wis.
TALLADY, BURRELL	Epsilon, Mich.
THOM, O. R.	Naperville

WILHELM, MORGAN	New Hamburg, Ontario
WINTER, SADIE	Milwaukee, Wis.
ZOLLER, JOHN	Owendale, Mich.

SPECIAL COLLEGE GRADE.

ABE, W. J.	Ripon, Wis.
BUSSACCI, G.	Milwaukee, Wis.
FINKBEINER, MRS. THOMAS	Naperville
GEISTER, MAYME	Elgin.
RAECKER, HENRY	Britt, Ia.
RANDALL, REV. ALFRED	Naperville
SCHMIDT, ELMER J	Seymour, Wis.
VAUGHAN, ELZIE WILEY	Aurora
WEBER, CHARLES	Waterville, Kans.

Academy.

FOURTH YEAR.

HAGER, EDWARD	Scotland, S. D.
JOSIF, GEORGE	Canton, O.
KLUCKHOHN, OLIVE	Reddick
REINKING, WM.	Osseo, Minn.
RITZENTHALER, MILDRED	Prairie View
SCHIEB, STEPHEN	Naperville
SCHULZ, KATE	Hampton, Ia.
SCHULTZ, HARRY	Hartford, Wis.
SIEWART, MAX O.	Wabasso, Minn.
STELLING, HARRY	Lockport
TALMAN, ARTHUR	North Tonawanda, N. Y.
WAIDELICH, LEWIS	Topeka, Kans.
WEISS, EDITH	Naperville

THIRD YEAR.

BARTHEL, WM.	Wantona, Wis.
BEGLINGER, J. V.	Crafton, Pa.
BRANDLE, G. L.	Manilla, Ia.

DROGE, KARL	Brooklyn, N. Y.
HEDINGER, MARY	Naperville
HOESCH, HENRY	Huntley, Nebr.
LENZ, FRANK	Elmwood, Nebr.
MOHR, EZRA	New Hamburg, Ont.
RANDALL, EARL	Chicago
SCHWARTZLOSE, F. W.	West Salem
SNYDER, HARRY	Waterloo, Ont.
STECKELBERG, LYDIA	Wells, Minn.
WEISS, L. M.	Manilla, Ia.
WITTNER, LORENZ	Jansen, Nebr.
ZEHR, PETER C.	Washington

SECOND YEAR.

BROWN, RAYMOND R.	Lockport
BUTTS, EDWARD	Evansville, Wis.
EICHELBERGER, JESSIE	Naperville
GRANTMAN, JOHN	Lomira, Wis.
HEIDINGER, J. G.	Wisdom, Alta.
LAMBRECHT, PAUL	Milwaukee, Wis.
MAHLKUCK, SAMUEL	Monroe, Wis.
MATZ, ERNEST	Wells, Minn.
RISS, ARTHUR	Steen, Minn.
SCHILD, MYRTLE	Cresco, Ia.
SCHNEIDER, WESLEY	Blue Earth, Minn.
SEPPO, J. D.	Iron River, Wis.
SPIEGELBERGER, A. K.	Kansas City, Mo.
WALKER, GEO. A.	Loveland, Col.
WERNER, E. H.	Great Bend, N. D.
WIRDS, ERNEST C.	Buckeye, Ia.

FIRST YEAR.

ARMSTRONG, CLARK	Howard, O.
ARMSTRONG, L. H.	Butler, O.
BANKER, JOHN	Council Bluffs, Ia.
BOCK, ARTHUR	Waterloo, Ia.
BOEPPLE, JOHN	Newark, N. J.
DAHM, FRANK H.	Waterville, Kans.

FERK, OSCAR	Adell, Wis.
FRIDLEY, BERT	Sumner, Ia.
HAUETER, JAMES	Madison, Minn.
HEIDINGER, A. W.	Grosventre, Alta.
HUKE, GERTRUDE	Naperville
KNOSP, WM.	Hastings, Nebr.
KOEPP, ERNEST	Warren, Pa.
LORANG, ANNA	Maple Park
MAECHTLE, WESLEY R.	Bremen, Ind.
MAUCH, EMIL	Goodrich, N. D.
SCHLESSELMAN, A. W.	Holton, Kans.
SHADLE, H. M.	Bellevue, O.
STRAUB, ANTON	Cummings, Kans.
STRESSMAN, HERBERT	Howard City, Mich.
WEINMEISTER, J. P.	Rhein, Sask.
WENDLAND, ALVIN O.	Winkler, Kans.

Sub-Academy.

DRENDLE, PAUL M.	Naperville
EHRHART, ALOIS	Naperville
LEHNUS, ROY	Bonnfield
LORANG, WM.	Maple Park
MEYER, W. H.	Jackson, Minn.
STEHR, IRVIN	Bonnfield
STRUBLER, PEARL	Naperville
WALTER, ERNEST	Ogden, Ia.
WEIXEL, J.	Streator, N. D.

Academy Special.

HEIKENS, ROSE	Spencer, Ia.
KATOW, BERU.	Yokohama, Japan
SCHMIDT, ELFRIEDE	Naperville

School of Commerce.

BABEL, HARLEY L.	Com'l Course	Naperville
BABLER, FRANK	Com'l Course	Monroe, Wis.
BENDER, CARL.	Com'l Course, typewriting	Madison, Nebr.
BIANNUCI, IDA.	Shorthand, typewriting	Naperville

BOECKER, LEONARD	.....Com '1 Course	Naperville
BOTTS, STELLA M.	.....Typewriting	Chicago
BROLANDER, ELLEN	.....Typewriting	Lidgerwood, N. D.
BUCHMAN, ARTHUR	..Com '1 Course, typewriting	Jackson, Minn.
CLOCKSENE, GILBERT	.....Com '1 Course	Heshkow, Wis.
EASTER, IRVING	..Com '1. Course, Shorthand, typewriting	Mendota
GATZ, MARIE	.....Shorthand, typewriting	Falls City, Nebr.
GRIMES, CLAUDE	....Com '1 Course, Shorthand	Naperville
HAPPE, ALMA	.....Com '1 Course, Typewriting	Chili, Wis.
HAUTER, JAMES	..Com '1 Course, Typewriting	Madison, Wis.
HEIKENS, ROBERT	.....Com '1 Course	Fostoria, Ia.
HILTENBRAND, GEO. A.	.....Com '1 Course	Naperville
KEARNS, WILL	.....Com '1 Course	Naperville
KLINGBEIL, FRANK M.	.....Com '1 Course	Naperville
KOEPNICK, ESTHER	....Shorthand-Typewriting	Milwaukee, Wis.
KOHLHOFF, C. A.	.....Com '1 Course	Wahpeton, N. D.
KOHLHOFF, THEO. W.	.....Com '1 Course	Wahpeton, N. D.
LARKIN, CLIFFORD	.....Com '1 Course	Harmon
LORENZ, A. W.	....Shorthand, Typewriting	Council Bluffs, Ia.
LUEBKE, CARL	.....Com '1 Course	Naperville
MILLER, HARVEY J.	.....Com '1 Course	Spencer, Ia.
MYERS, LOREN	.....Com '1 Course, Typewriting	Marion, Ohio
NADELHOFFER, ISADORA	.....Shorthand-Typewriting	Gurnee
REICHE, VENETA	.....Shorthand-Typewriting	Naperville
REICHE, AURELIA	.....Typewriting	Naperville
RIEDY, FRANK	.....Com '1 Course	Naperville
SCHWAB, PAUL	.....Com '1 Course	Mendota
SCHWANTES, RALPH W.	..Com '1 Course, Typewriting	Milbank, S. D.
SMITH, HOWARD P.	..Com '1 Course, Typewriting	Ohio
SMITH, ELLARD	.....Com '1 Course	Ohio
SOLLENBERGER, ERVIN A.	..Com '1 Course	Naperville
SOLLENBERGER, VERNA	.....Com '1 Course	Naperville
STECHEER, ESTHER	....Shorthand, Typewriting	Naperville
TUMMEL, CARL W.	..Com '1 Course, Shorthand, Typewriting	Mobile, Ala.
WEHRLLI, FRANK	.....Com '1 Course	Naperville
WERNER, FRED	.....Com '1 Course	Lamberta, Minn.
WITTE, A. H.	..Book-keeping, Shorthand, Typewriting	.....
	.....	Cottage Grove, Wis.
WITTE, W. L.	.....Book-keeping	Cottage Grove, Wis.
WORNER, J.	.....Shorthand and Typewriting	Naperville

YENERICH, RALPH.....	Com'l Course	Earlville
YERK, EDWIN G.....	Typewriting	Markesan, Wis.

School of Music.

ARENDS, MARGUERITE.....	Piano	Naperville
BABST, ANNA	Piano, Theory	Naperville
BEIDELMAN, LEONA.....	Piano	Naperville
BERND, ELDA..	Piano, Pipe Organ, Voice, Public School Music...	
.....	.....	New Richmond, Wis.
BOWER, ALICE..	Piano, Voice, Harmony, Theory, History....	Gardner
BEYLER, MAUDE	Piano	Nappanee, Ind.
BAUMGARTNER, FELICITAS,	Piano, Theory, History	Naperville
BOCK, ROY	Piano	Waterloo, Ia.
BROLANDER, ELLEN.....	Piano, Voice	Lidgerwood, S. D.
BROSSMAN, AMANDA..	Piano, Theory, Harmony.....	Naperville
BRUNS, ELIZABETH..	Piano, Voice, Harmony, Theory, Public School	
Music, History.....	.....	Grand Junction, Ia.
BLEILER, MRS. J.....	Piano	Naperville
BOEPPLE, JOHN	Voice	Newark, N. J.
BENDER, CARL.....	Voice	Madison, Nebr.
BOHNSTEDT, MRS. I. C.....	Voice	Naperville
BLECK, CLARA.....	Voice, History, Theory	New London, Wis.
DAESCHNER, SADIE..	Voice, History, Theory	Preston, Nebr.
DAHM, E. H.....	Voice	Waterville, Kans.
DREISBACH, RUBY.....	Piano, Harmony	Cireleville, Ohio
DUMKE, LILLIAN.....	Piano, Voice	Anaheim, Cal.
DUMKE, SADIE	Piano, Voice	Anaheim, Cal.
ENCK, EDWARD	Voice.....	Naperville
ERMISCH, WILHELMINA,	Piano, Public School Music; Terre Haute, Ind.	
FRANK FLORENCE	Piano	Paynesville, Minn.
FRIDLEY, MRS. STELLA.....	Piano	Plankinton, Minn.
GAMERTSFELDER, AGNES..	Piano, Voice, Public School Music....	
.....	.....	Tiverton, Ohio
GATZ, MARIE.....	Piano, Voice	Falls City, Nebr.
GATTSCHALL, MARTHA.....	Piano	Goodland, Kans.
GEGENHEIMER, LUCILLE.....	Piano	Naperville
GEIER, MYRTLE	Voice	Ortonville, Minn.
GOOD, VIDA	Voice	Naperville
HEIKENS, MINNIE	Piano, Voice	Fostoria, Iowa

HOLZGRAF, ERWIN.....	Voice	Lewiston, Mont.
KINSMAN, PRISCILLA..	Piano, Voice, Harmony, History.....	
.....	.....	Winterset, Iowa
KLUCKHOHN, OLIVE.....	Piano	Reddick
KROEHLER, GLADYS.....	Piano	Naperville
LEIST, ESTA	Piano, Voice	Cireville, Ohio
LIND, ARTHUR	Violin, Voice	Earlville
LORENZ, A. W.....	Violin	Council Bluffs, Ia.
LUTZ, RUBY..	Piano, Pipe Organ, Harmony, Theory, Public School Music, History.....	Cireville, Ohio
MACLACHLAN, BETH.....	Piano, Voice	Montreal, Quebec
MACLACHLAN, JESSIE.....	Voice	Montreal, Quebec
MAIER, SOPHIA.....	Piano, Voice	Aurora
MATTER, PEARL.....	Violin	Naperville
MCCAULEY, PEARL.....	Piano	Fostoria, Ohio
MEISINGER, GERTRUDE.....	Piano, Voice	Naperville
MEYER, IRENE..	Piano, Harmony, Voice, Theory....	Elk Mound, Wis.
MILLER, MABEL.....	Piano, Voice, Theory.....	Mendon, Mich.
MOYER, GERTRUDE..	Piano, Pipe Organ, Voice, History...	Niles, Mich.
MOVIUS, MARIE.....	Piano, Voice	Lidgerwood, S. D.
NANNINGA, RINICE ANNETTA, Voice, Theory.....		Humboldt, Kans.
NELSON, AGNES.....	Piano, Voice, Theory.....	Morris
NELSON, MILDRED.....	Piano	Morris
PATTERSON, HOMER.....	Piano	Naperville
PETER, MILTON.....	Voice	Elyria, Ohio
RANDALL, BESSIE..	Piano, Pipe Organ, Violin, Voice, History,..	
.....	.....	Ionia, Mich.
ROEDER, BESSIE.....	Piano, Voice, History.....	Peru
RASSWEILER, VIRGINIA.....	Piano	Naperville
SCHNEIDER, LILLIAN.....	Piano, Voice	Blue Earth, Minn.
SCHMIDT, ELFRIEDE	Piano	Naperville
SCHILD, MYRTLE.....	Piano, Harmony	Cresco, Iowa
SCHINKE, FRIEDA.....	Piano, Voice	Naperville
SCOTT, MINNIE.....	Piano, Harmony.....	Naperville
SCHRADER, SAM.....	Voice.....	Naperville
SCOTT, MABEL.....	Piano.....	Naperville
SCHULTZ, CARRIE..	Piano, Voice, History, Harmony....	Hampton, Ia.
SCHWEITZR, LILLIAN.....	Voice, History	Hillsboro, Kans.
SCHWARTZ, ERNEST G.....	Piano	Chicago
SIEBER, PANSY.....	Piano	Naperville

SCHEFFNER, LILLIAN...	Piano, Voice, Public School Music..	Freeport
STECKELBERG, LYDIA	Piano	Wells, Minn.
STECHER, ESTHER	Piano	Naperville
STELLMACHER, ALICE..	Piano, Voice, Theory, Harmony..	Olivia, Minn.
STEHR, MAYTA..	Piano, Voice, Public School Music, Theory....	
.....	.....	Bonnfield
UMBACH, MYRON J.....	History	Naperville
UMBREIT, MILDRED.....	Piano	Naperville
VAN SLYKE, ZIRA..	Piano, Theory, Harmony, Violin..	Naperville
VOELKER, ELLA	Piano, Voice	Berlin, Ont.
WEBERT, ERMA..	Piano, Voice, History, Harmony	Naperville
WEBERT, FLORENCE	Piano	Naperville
WENDT, VIOLA..	Piano, Pipe Organ, Voice, History.....	
.....	.....	Blue Earth, Minn.
WEISS, EDITH	Piano	Naperville
WATERMAN, MRS. O. A.....	Voice	Naperville
WINTER, ELSA	Piano	Milwaukee, Wis.
WINTER, SADIE.....	Piano	Milwaukee, Wis.
WILHELM, MORGAN.....	Voice	New Hamburg, Ont.
WORNER, HILDA.....	Piano, Harmony.....	Great Bend, N. D.
WARTMAN, ALICE..	Piano, Voice, Public School Music..	Norwalk, Wis.
YENERICH, ETTA.....	Voice	Earlville
ZIESKE, V. W.....	Voice.....	Sleepy Eye, Minn.

Art Department.

NORMAL STUDENTS.

DREISBACH, RUBY .....	.....	Circleville, O.
ERMISCH, WILLIMINA .....	.....	Terre Haute, Ind.
GASH, OLIVE .....	.....	Naperville
HEIKENS, MINNIE .....	.....	Fostoria, Ia.
LUTZ, RUBY .....	.....	Circleville, O.
SCHMIDT, ELFRIEDE .....	.....	Naperville
WARTMAN, ALICE .....	.....	Norwalk, Wis.
WENDT, VIOLA .....	.....	Blue Earth, Minn.

DRAWING.

COWLES, SPENCER .....	.....	Naperville
HERRMAN, HERMAN .....	.....	Naperville

KIENHOLZ, RAYMOND	Big Stone City, S. D.
KUHLMAN, AUGUST	Hubbard, Ia.
MAST, WESLEY	Sebewaing, Mich.
MEYERS, LORIN J.	Marion, O.
THOM, O. R.	Naperville

DRAWING AND CLAY MODELING.

GARMAN, MAGDALENA	Naperville
MAGUIRE, EDRIS	Naperville
NONNAMAKER, ANNA	Naperville
SCOTT, MINNIE	Naperville
UMBREIT, FLORENCE	Naperville

PAINTING IN OIL.

MILLER, MABEL	Mendon, Mich.
MOVIUS, MARIE	Lidgerwood, N. D.

SUMMARY.

College of Arts and Sciences.

Seniors	33
Juniors	36
Sophomores	38
Freshmen	41
Special Students of College Grade	9
Total	157

Academy.

Fourth Year	13
Third Year	15
Second Year	19
First Year	22
Sub-Academy	9
Special Students of the Academy	3
Total	81

School of Commerce.

Commercial Course	31	
Book-keeping	2	
Shorthand and Typewriting	24	
Penmanship (not including Commercial students).....	17	
Total (omitting repetitions)		62

School of Music.

Piano	67	
Pipe Organ	5	
Voice	51	
Violin	6	
History	15	
Harmony	13	
Theory	14	
Public School Music	7	
Total (omitting repetitions)		90

Art Department.

Normal Students	8	
Drawing	7	
Drawing and Clay Modeling	5	
Painting in Oil	2	
Total		22
Total of all Departments		412
Repetitions		63
Whole number of Students		349

OFFICERS OF ALUMNI ASSOCIATION

For 1913—1914.

President

W. J. MILLER, '98.

First Vice-President

E. E. KEISER, '06.

Second Vice-President

W. A. SCHULTZ, '84.

Secretary and Treasurer

ETHEL GIBSON, '03.

Recording Secretary

EMMA MUERNER, '85.

Executive Committee

W. J. MILLER, '98.

E. E. KEISER, '06.

ETHEL GIBSON, '03.

LIST OF ALUMNI.

Class of 1866.

B. F. Dreisbach, Farmer	Circleville, O.
Laura A. Pratt, (Mrs. A. Corbin)	Plainfield
Florence Sims, (Mrs. A. Jordan)	Ottawa

Class of 1867.

Chas. A. Bucks, A. M., B. D., Retired Minister.....	Aurora
Melissa Davis, (Deceased).....	
Mattie H. Dreisbach, (Mrs. L. M. Ernst).....	Raeco, Wash.
E. C. Hager, A. M., LL. B., Banker, (Died February 7, 1902).....	
Mary A. Knobel, (Mrs. Spangler, Died August 29, 1907).....	
Anna M. Rohland, (Mrs. Chas. A. Bucks).....	Aurora

Class of 1868.

Stephen Gascoigne, Minister	N. Yakima, Wash.
H. H. Rassweiler, A. M.	Naperville
Ella Young, (Mrs. E. W. Hicks, Died February 11, 1902).....	

Class of 1869.

Libbie Chinn, (Mrs. A. W. Sindlinger).....	Denver, Col.
Ella E. Hager, (Mrs. Chas. Fraser, Died April 6, 1883).....	
Geo. W. Sindlinger, A. M. (Died May 14, 1912).....	

Class of 1870.

Maria E. Murray, (Died December 29, 1876).....	
G. C. Knobel, A. M., B. D., Field Secretary Illinois Children's Home and Aid Society.....	Chicago
C. F. Rassweiler, A. M.....	Naperville

Class of 1871.

Amanda J. Dillman, (Died December 1, 1906).....	
Mary E. Foran, (Mrs. Dougherty).....	Chicago
L. W. Yaggy, M. S. (Died Oct. 18, 1912).....	

Class of 1872.

C. C. Beyrer, M. S., Minister.....	South Bend, Ind.
T. L. Haines, A. M.....	Turlock, Calif.
Chas. N. Hazelton, M. S., M. D., Physician.....	Morrison
Chas. Nauman, M. S., M. D., Physician.....	Circleville, O.
Susie Neiswender, (Died October 13, 1877).....	

Class of 1873.

J. W. Ferner, M. S., Minister.....	Beatrice, Neb.
Duncan McGregor, A. B., Minister.....	

Class of 1874.

John C. Augenstein, M. S., M. D., Physician	Batavia
Dan F. Higgins, M. S., LL. B., Attorney at Law, (Died Mar. 25, 1909)	
David Saseen, M. S.....	
Peter E. Triem, A. M., M. D., Physician, (Died 1910).....	

Class of 1875.

Rose M. Cody, M. S., at home.....	Chicago
Hiram S. Cody, M. S., (Died March 2, 1879).....	
Ida T. Goodrich, M. E. L., at home.....	Naperville
Albert Goldspohn, M. S., M. D., Physician and Lecturer, Post Graduate Medical College.....	Chicago
Mary L. Hanna, M. S., (Mrs. Beidler).....	Hinsdale
Nannie L. Sevier, M. E. L., (Mrs. Guy Sabin)....	Jonesboro, Tenn.
J. W. Troeger, A. M., Principal, Irving School.....	Chicago

Class of 1876.

Myron J. Ewing, A. M., M. D.....	Cliff, Oregon
H. H. Goodrich, A. M., LL. B., Attorney at Law, (Died Jan. 7, 1906)	
Casper Hatz, M. E. L., Merchant.....	Aberdeen, S. Dak.
Emma Hannah, M. E. L., at home.....	Romulus, N. Y.
Chas. H. Hobart, M. E. L., Minister.....	Oakland, Cal.
W. F. Krah, M. S., Real Estate Agent.....	Houston, Tex.
Elizabeth F. Marsh, M. S., (Mrs. B. C. Davies).....	Monrovia, Cal.
J. K. Rassweiler, A. M., (Died September 18, 1897).....	

Class of 1877.

Henry Arlen, A. M., Minister	Nashville, Ind.
Augustus Haefele, A. M., Minister	Highland Park
Lizzie Keiper, M. S., (Mrs. F. G. Stauffer).....	Chattanooga, Tenn.
Henry Schneider, M. S., Minister.....	Colorado Springs, Colo.
L. M. Umbach, A. M., Professor of Biology and Geology, North-western College	Naperville

Class of 1878.

C. H. Dreisbach, A. M., Minister.....	Redfield, S. Dak.
S. J. Gamertsfelder, A. M., D. D., Ph. D., President Evangelical Theological Seminary	Naperville
Mollie L. Jones, L. E. L., (Mrs. Baker).....	Manhattan, Ill.
Carrie N. Lewis, L. E. L.....	Riverside, Cal.
Ida V. Manbeck, L. E. C., (Mrs. Augustus Haefele) ..	(Died Oct. 1913)
Thomas Murray, A. M., Minister, (Died April 7, 1883)	
Geo. H. Schneider, L. E. L., Real Estate.....	Chicago
J. F. Schlosstein, B. S., Editor.....	Cochrane, Wis.
Jeanette Shaw, L. E. L., Private Teacher.....	Downers Grove
Clara A. Woods, L. E. L., (Mrs. Gibbs).....	
Thomas W. Woodside, M. S., Missionary, Beguella, Angola, Africa.	

Class of 1879.

A. B. Augustine, A. M., Principal Public Schools, (Died Apr. 10, 1909)	
Arthur R. Cody, A. M., LL. B., Attorney-at-Law.....	Chicago
A. R. Fouser, L. E. L., M. D., Physician.....	Joliet
M. Nellie Good, M. S., (Mrs. Geo. H. Schneider).....	Chicago
Cora P. Hyde, M. S., (Mrs. C. H. Dreisbach).....	Redfield, S. Dak.
H. F. Kletzing, A. M., Publisher, Died August, 1910.....	
J. F. Kletzing, A. M., Principal Public Schools.....	Chicago
Jennie Lundy, L. E. L., Died January 12, 1883).....	
Rose M. Meck, L. E. L., (Mrs. S. L. Umbach, Died Jan. 3, 1897)....	
J. S. Reinhart, M. S., Minister, Died September 9, 1893).....	
H. J. Shoemaker, M. S., M. D., Physician.....	Lock Haven, Pa.
J. G. Ziegler, M. S., Minister.....	Amherst, O.

Class of 1880.

Ida M. Butts, L. E. L., (Mrs. Beem, Died January 3, 1890).....	
May I. Crampton, L. E. L., (Mrs. Andrus).....	Naperville
I. K. Devitt, L. E. L., Minister	Ebenezer, N. Y.
Etta Dexter, L. E. L., (Mrs. R. A. Cushman, Died March 14, 1904)	
Jennie E. Goodrich, M. S., at home.....	Naperville
Bessie A. Hodges, L. E. L., (Mrs. P. H. Pileher).....	Amboy
A. H. Huelster, A. M., Auditor.....	Oak Park
J. L. Nichols, A. M., Publisher, (Died August 18, 1895).....	
Sarah S. Story, M. S., (Mrs. Green).....	Scranton, Pa.
William Waltz, A. M., Professor Jurisprudence University Law School	Bangor, Mo.
E. C. Wicks, M. S., LL. B., Attorney-at-Law.....	Mendota

Class of 1881.

Irving Goodrich, L. E. L., Farmer.....	Naperville
D. M. Haines, L. E. L., (Died July 12, 1901).....	
R. H. Holcomb, A. M., Real Estate.....	Aurora
H. S. Raymer, B. S., M. D., Physician.....	Cedar Rapids, Ia.
J. J. Stoll, M. S., M. D., Physician.....	Chicago
O. B. Stanard, A. M., M. D., Physician, (Died Aug. 14, 1901).....	
J. C. Zinser, M. S., Principal Public Schools.....	Salem, Ore.
F. W. Zollman, B. S., LL. B., Attorney.....	St. Paul, Minn.

Class of 1882.

Emma G. Dreisbach, M. S., (Mrs. T. W. Woodside)....	W. C. Africa
Moses C. Fry, B. S., Merchant.....	Kurtzville, Ont.
Kezzie Keiper, L. E. L., (Mrs. S. H. Baumgartner)....	Naperville
U. B. Kletzing, A. B., in the employ of E. J. & G. Ry.....	Chicago
M. Naomi Kletzing, L. E. L., (Mrs. Kaercher)....	Sebewaing, Mich.
Ira J. Schott, L. E. L., M. D.....	Naperville
Mary Valentine, L. E. L., (Mrs. S. E. Taylor).....	Fairfield
A. Lizzie Wagner, L. E. L., (Mrs. Keck, Died November 29, 1887)...	

Class of 1883.

W. F. Benkelman, B. S.....	Owosso, Mich.
Allie M. Bell, L. E. L., (Mrs. Tyler).....	Naperville
Mary S. Bucks, M. L., Professor of English Language, North-western College	Naperville
Belle C. Hunter, L. E. L.....	Chicago
C. W. A. Lindeman, B. S., Asst. Co. Supt.....	Ottawa
T. Claire Luce, A. M., Minister.....	Dalton, Mass.
N. Allie Norbury, L. E. L., (Died October 27, 1898).....	
Rose K. Pfeiffer, B. S., (Mrs. Luce, Died June 3, 1884).....	
Lizzie B. Schreiner, B. S., (Mrs. G. W. Moyer), Salt Lake City, Utah	
Mary D. Stanger, B. S., (Mrs. Entorf).....	Belgrade, Mont.
E. F. Steffen, B. S., (Died September 9, 1906).....	
W. L. Walker, A. B., Real Estate.....	Chicago

Class of 1884.

Laura M. Beyers, L. E. L., (Mrs. E. W. Huelster)....	Ashtabula, O.
William Caton, A. B., Minister, (Died Sept. 28, 1909).....	
Carrie Dahlem, L. E. L., (Died June 13, 1891).....	
Lida A. Griswold, L. E. L., (Mrs. C. E. Bradley).....	Geary, Okla.
F. A. Lareck, A. M., Principal Harriet Beecher Stowe School, Chicago	
Mary A. Messner, B. S., (Mrs. F. A. Lareck, Died July 6, 1898).....	
W. A. Schultz, L. E. L., Minister.....	Graymont
W. O. Seibert, B. S., Teacher.....	

Class of 1885.

E. B. Baldwin, A. M.....	New York City
Elizabeth Barnard, M. S., (Mrs. Wm. Simpson).....	Naperville
S. K. Heebner, B. S., (Died October 16, 1893).....	
Ella M. Heidner, M. S., (Mrs. S. W. Goss).....	Evanston
Naomi Knight, A. M., (Mrs. O. M. Easterday).....	Palo Alto, Cal.
Emma L. Muerner, L. E. L., at home.....	Naperville
S. T. Schneider, L. E. L., Teacher (Died August 18, 1893).....	
J. C. Schneider, B. S., Merchant	Colorado Springs, Colo.
H. C. Schultz, L. E. L., Cashier of Bank.....	Waterloo, Ia.
Anna E. Shortess, A. B., (Mrs. I. C. Yeakel).....	Baltimore, Md.
Enos M. Spreng, A. M., Asst. Editor "Ev. Messenger," Cleveland, O.	
J. H. Stube, B. S., Principal Jonathan Burr School.....	Chicago

Class of 1886.

Carrie J. Beyers, L. E. L., (Mrs. W. Strohecker).....	Chicago
Mattie Beckman, L. E. L., (Mrs. C. Strubler).....	Naperville
R. B. Ballou, L. E. L., (Died July 5, 1886).....	
L. E. Dickenson, L. E. L., LL. B., Attorney-at-Law.....	Chicago
G. J. Kirn, A. M., Ph. D., Professor of Intellectual and Moral Philosophy, Northwestern College	Naperville
S. E. Knecht, B. S., LL. B., Attorney-at-Law.....	Chicago
J. G. Litt, A. M., Minister.....	Berlin, Ont.
Maggie J. Paterson, L. E. L., (Mrs. Geo. Schmidt).....	Lake Forest
E. C. Rickenbrode, A. M., Minister.....	Panama, N. Y.
Sophia Schultz, B. S., at home.....	Stockton
S. S. Stanger, M. S., Publisher	Highland Park

Class of 1887.

S. H. Baumgartner, L. E. L., Minister.....	Naperville
H. C. Bechtel, L. E. L., Minister	Sprague, Wash.
E. C. Breithaupt, L. E. L., (Died January 27, 1897).....	
W. E. Clymer, L. E. L., M. D., Physician.....	Mt. Corey, O.
D. F. Fox, L. E. L., D. D., Minister and Lecturer....	Pasadena, Cal.
W. D. Huddle, B. S., Minister	Mt. Cory, O.
A. Y. Haist, B. S., Minister	Berlin, Ont.
Louis Heininger, B. S., LL. B., Attorney-at-Law, Washington, D. C.	
W. L. Lerch, A. M., Asst. Manager German Insurance Co., Chicago	
Hattie C. Miller, B. S., (Mrs. S. Stevens).....	Naperville
J. W. Michael, L. E. L., Minister	Reddick
Ida M. Pahlman, L. E. L., Principal Public School.....	Chicago
James I. Seder, A. M., Supt. Anti-Saloon League.....	
.....	Albuquerque, N. Mex.
F. E. Seager, B. S., LL. B., Attorney-at-Law.....	Fremont, O.
L. H. Seager, L. E. L., D. D., Pres. N. W. College....	Naperville, Ill.
A. H. Utzinger, M. S., Minister.....	Minneapolis, Minn.
Ira J. Schmucker, L. E. L., Traveling Salesman.....	Gibsonburg, O.

Class of 1888.

E. W. Averill, A. B., Minister.....	Ft. Wayne, Ind.
Hope R. Cody, B. S., LL. B., (Died November 7, 1899).....	
J. G. Fidler, A. B., Minister.....	Chicago

J. A. Hielscher, L. E. L., M. D., Physician.....Mankato, Minn.
 Cora L. Haines, L. E. L., (Mrs. Jas. Boyer)....Edwardsburg, Mich.
 Ellen S. Haines, L. E. L., Teacher.....Dowagiac, Mich.
 Peter C. Koch, A. B., MinisterMaquokiti, Iowa
 H. A. Kramer, A. M., Editor S. S. Literature.....Cleveland, O.
 E. L. Kletzing, A. M., Principal, Nathaniel Pope School.....Chicago
 J. J. Klopp, L. E. L., Minister.....Stanton, Neb.
 S. R. Meck, L. E. L., Principal George Washington School, Chicago
 Laura E. Muerner, L. E. L., at home.....Naperville
 Zilia Mather, L. E. L., (Died September 28, 1890).....
 Frank C. Neitz, A. M., Minister.....St. Charles
 H. Plantikow, L. E. L., Minister.....St. Paul, Minn.
 W. F. Ross, A. B., Farmer.....Dixon
 Fannie E. Smith, M. S., (Mrs. F. Hildreth).....Terre Haute, Ind.
 J. A. Snyder, A. B., Tropical Trading Co.....New Orleans, La.
 Jennie M. Thompson, L. E. L., (Mrs. G. Losey).....Lincoln, Neb.

Class of 1890.

Blanche H. Belmont, B. S., (Mrs. W. L. Lerch).....Glen Ellyn
 J. H. Breasted, A. M., Ph. D., Professor of Egyptology, Univer-
 sity of ChicagoChicago
 Emma L. Lerch, B. S., Matron Sanitarium.....Pasadena, Cal.
 W. B. Rilling, L. E. L., Minister.....Freeport
 Mattie E. Smith, A. B., (Mrs. R. E. Travis).....Belleville, N. J.
 C. W. Wagner, L. E. L.....Zion City

Class of 1891.

G. C. Gasser, M. S., B. D., Minister.....Oswego
 W. A. Schutte, A. M., Minister.....(Died March 9, 1914)
 H. C. Schluter, M. S., Minister.....Radcliffe, Ia.

Class of 1892.

J. A. Hertel, B. S., J. A. Hertel & Company.....Naperville
 J. L. Strohm, B. S., LL. B., Attorney-at-Law.....San Antonio, Tex.

Class of 1893.

Anna D. Elfrink, B. L., (Mrs. Brough).....	Hebron, Ind.
Carrie Gamertsfelder, B. S., Teacher.....	Ashland, O.
Mary Gamertsfelder, B. S., Missionary.....	East Africa
W. H. Gamertsfelder, B. S., Minister, (Died May 9, 1909).....	
C. F. Hillman, M. S., Minister.....	Cedar Rapids, Ia.
G. W. Miller, B. S., Minister.....	Lorain, O.
Eldon Rannie, B. S., Farmer.....	Argos, Ind.
M. Schoenleben, B. S., B. D., Minister.....	Mankato, Minn.
H. M. Tayama, A. M., B. D., Teacher Seminary.....	Tokio, Japan

Class of 1894.

J. H. Breish, M. S., Minister.....	Dayton, O.
Thos. Finkbeiner, Ph. M., B. D., Professor of German, and Prin- cipal of Academy, N. W. College.....	Naperville
J. A. Giese, B. S., Minister.....	La Salle
A. B. Haist, B. S., Minister.....	Huntingburg, Ind.
G. C. Meyer, A. M., Minister.....	Syracuse, N. Y.
G. P. Nauman, M. S., Coal Business.....	Mendota, Ill.
H. C. Nauman, B. S., Business.....	Alexandria, Ind.
E. E. Rife, M. S., Minister.....	Buffalo, N. Y.

Class of 1895.

J. H. Brand, Ph. B., Minister.....	Louisville, Col.
H. A. Britzius, M. S., Principal Public Schools....	Minneapolis, Minn.
August Daeschner, Ph. M., Principal Public Schools..	Del Norte, Colo.
O. E. Ferner, B. S., Supt. of Schools.....	Radcliffe, Ia.
Mamie E. Heidner, Ph. M., (Mrs. H. D. Guelich)....	Emporia, Kan.
Clara M. Iwan, Ph. M., Teacher.....	Streator
J. F. Oyer, B. S., Merchant.....	Hennesey, Okla.
L. J. Stark, B. S., LL. B., Attorney-at-Law.....	Denver, Col.
F. P. Schumacher, B. S., Professor Arkansas Conference College	Siloam Springs, Ark.

Class of 1896.

C. B. Bowman, A. M., B. D., Professor of Social and Political Science, Northwestern College	Naperville
C. P. Cawelti, B. S., Minister.....	La Porte City, Ia.
Ezra E. Miller, Ph. B., Manager Nichols Publishing Co..	Naperville
M. E. Nonnamaker, A. M., B. D., Professor of Physics and Chemistry, N. W. College.....	Naperville
J. H. Rilling, B. S., Minister.....	Decatur
J. C. Schaefer, B. S., Minister.....	Freeport
Clara Smith, B. S., (Mrs. J. C. Zehnder).....	St. Paul, Minn.
H. A. Smith, A. B., Prof. of Music.....	Chicago
W. H. Umbach, B. S.....	New Hamburg, Ont.
Susie R. Wickel, B. S., (Mrs. L. Oswald).....	Naperville
J. C. Zehnder, B. S., LL. B., Attorney-at-Law.....	St. Paul, Minn.

Class of 1897.

H. D. Guelich, A. M., Director of Music.....	Emporia, Kan.
S. M. Hauch, Ph. B., Minister	Campden, Ont.
G. B. Kimmel, A. B., Professor Historical and Practical Theology	
E. T. S.	Naperville
Alden Knickerbocker, B. S.....	Chicago
E. J. Oliver, A. B., Minister, (Died April 15, 1901).....	
G. F. Rassweiler, Ph. B., Minister.....	Ogden, Utah
Lucy J. Smith, B. S., (Mrs. W. L. Naumann).....	Tiffin, O.
C. H. Vandersall, B. S., Minister.....	Perrysburg, O.

Class of 1898.

B. F. Elfrink, B. S., M. D., Physician.....	Chenoa
Felix M. Gingerich, A. B., Minister.....	So. Bethlehem, Pa.
John J. Heilman, B. S.....	(Died January 11, 1914)
Walter J. Miller, B. S., LL. B., Attorney-at-Law.....	Chicago
Edna G. Sindlinger, A. M., R. N., Nurse.....	Chicago
S. J. Umbreit, Ph. M., Missionary.....	Tokio, Japan
W. A. Vandersall, A. B., Evangelist.....	Findlay, O.

Class of 1899.

Susan M. Bauernfeind, Ph. M., Missionary.....	Tokio, Japan
Adelaide B. Elfrink, B. L., (Mrs. H. Langhorst).....	Elmhurst
Herman A. Franzke, Ph. B., Minister	Brodhead, Wis.
Anna Kammerer, Ph. M., (Mrs. C. E. Ranck),	Shen Chow Fu, China
Christina Koch, Ph. B., Teacher.....	Humboldt, Minn.
Gustavus Krinke, Ph. B., Minister.....	North Redwood, Minn.
Henry L. Muerner, Ph. B., Minister.....	Copetown, Ont.
W. L. Naumann, Ph. B., Minister.....	Tiffin, O.
Clarence E. Ranck, Ph. M., Missionary.....	Shen Chow Fu, China
Elmina E. Ranck, Ph. M., Missionary.....	Tokio, Japan
Frederick H. Shoedinger, Ph. B., LL. B., (Died 1911).....	
Frédéric H. Schuermeier, M. S., M. D., Physician.....	Elgin, Ill.
Benjamin B. Van Kannel, Ph. B., Salesman.....	New York City
Florence S. Yaggy, A. B., (Mrs. C. H. Vandersall)...	Perrysburg, O.

Class of 1900.

Mae E. Ballou, B. L., (Mrs. B. Beckman).....	Naperville
Frederick G. Behner, A. M., Minister.....	Fargo, N. Dak.
Lafayette L. Orth, Ph. B., Minister.....	Warner, Alta.
S. A. Reik, B. S., Merchant.....	Sioux Falls, S. Dak.
S. J. Stauffacher, Ph. B.....	Monroe, Wis.
Warren F. Teel, Ph. M., Principal Schuylkill Seminary,	Reading, Pa.
Christian J. Wurtz, Ph. B.....	Buhl, Idaho
Elizabeth M. Yost, B. S., (Mrs. R. N. Ballou).....	Naperville

Class of 1901.

Wm. E. Birr, Ph. M., Teacher High School.....	St. Louis, Mo.
John W. Haman, Ph. M., Minister.....	Seattle, Wash.
W. C. Hallwachs, Ph. B., Asst. Editor S. S. Literature,	Cleveland, O.
Elva M. Harter, M. S. (Mrs. H. H. Hendricks).....	Everett, Wash.
Herman H. Hendricks, A. M., LL. B., Attorney-at-Law,	Everett, Wash.
Luella E. Kiekhoefer, Ph. M., Modern Languages,	Westminster
College.....	New Wilmington, Pa.
Mayme E. Kiekhoefer, Ph. M., (Mrs. J. J. Bohlander).....	
.....	Montevideo, Minn.

Edwin D. McHose, Ph. M., Professor of Science, Schuylkill Sem-
inaryReading, Pa.
Edward W. Niederhauser, Ph. B., (Died August 29, 1905).....
Bert Slick, B. S., D. D. S., Dentist.....Naperville
Chas. A. Smith, A. B. (Died October 20, 1908).....

Class of 1902.

Warren A. Baker, Ph. B., Editor.....New York City
August Bast, B. S., Teacher.....Elmwood, Neb.
John J. Bohlander, Ph. M., Supt. of Schools....Montevideo, Minn.
Edith L. Fox, Ph. B., (Mrs. Brandenburg) Teacher..South Bend, Ind.
John J. Franzke, Ph. M., Attorney-at-Law.....Marinette, Wis.
Luella V. Granger, M. S., (Mrs. A. C. Unger)....Germantown, Pa.
Ida L. Hatz, Ph. B., (Mrs. J. F. Bohler).....Pullman, Wash.
Frank W. Heilman, Ph. B.....Portland, Ore.
Chas. Hetche, A. B., Director of Music.....Naperville
Winifred D. Keller, A. B., (Mrs. W. C. Hallwachs)....Cleveland, O.
Luther Knight.....(Died April 19, 1913)
Frank Naegli, A. M., Medical Student.....Chicago
H. C. Powell, A. B., Minister.....Des Moines, Ia.
Laura Rich, B. S., (Mrs. M. Garman).....Naperville
Bertha E. Simpson, Ph. M., Missionary.....East Africa
Chas. C. Stettbacher, Ph. B., Minister.....Sherburn, Minn.
W. C. Uebele, Ph. B., Minister.....Racine, Wis.
Esmeralda Umbach, B. S., (Mrs. W. J. Miller).....Chicago
Lulu Wagner, Ph. B., (Mrs. S. A. Reik).....Sioux Falls, S. Dak.
Daniel H. Wing, Ph. B., S. S. Sec.....Regina, Sask., Can.
Richard H. Zachman, Ph. B., Minister.....Oglesby

Class of 1903.

Adam E. Diller, B. S., M. D., Physician.....Aurora
Jacob H. Ehlers, B. L., Minister.....Memphis, Tenn.
Etta L. Ernst, B. L., (Mrs. E. Olp).....Evanston
Nellie Frank, A. B., (Mrs. Chas. A. Smith).....Elkhart, Ind.
Ethel Gibson, Ph. B., Librarian N. W. College.....Naperville
R. L. Gress, Ph. B., Minister.....Model Town, N. Y.
Ernest Kelhofer, A. B., Missionary.....China
Lora C. Minch, Ph. B., (Mrs. A. Butzbach)..Shen Chow Fu, China

O. C. Penticoff, Ph. M., Minister.....	Caro, Mich.
Clifford D. Rarey, B. S., Minister.....	Kennewick, Wash.
A. R. Riekli, M. S., M. D., Physician.....	Naperville
F. Schumacher, Ph. M., Teacher, High School....	Sioux Falls, S. Dak.
C. J. Stauffacher, B. S., Medical Missionary.....	
.....	Inhambane, Portuguese E. Africa
R. C. Stoll, Ph. M., Minister.....	Alliance, O.
Walter L. Wenger, Ph. M., LL. B., Attorney-at-Law.....	Chicago

Class of 1904.

Albert Butzbach, Ph. B., Missionary.....	Shen Chow Fu, China
Gustav J. Degenkolb, Ph. M., Minister.....	Peoria
W. C. Gunther, Ph. M., Minister	Chicago
Milton G. Husser, Ph. M.....	Kansas City, Mo.
Lillian F. Kiekhoefer, Ph. M., (Mrs. H. E. Griebenow).....	
.....	Mountain Lake, Minn.
Wm. H. Kiekhoefer, Ph. D., Prof. Political Economy, University of Wisconsin	Madison, Wis.
Chas. F. Kliphardt, Ph. B., Minister.....	Junction City, Kan.
Delbert C. Ostroth, Ph. M., Minister.....	Ionia, Mich.
Wm. W. Peter, Ph. M., Medical Missionary..	Shen Chow Fu, China
John F. D. Schneider, Ph. M., Salesman.....	Salt Lake City, Utah
Lawrence Sohl, Ph. M., Minister.....	Clinton, Ia.
Daniel W. Staffeld, Ph. B., Minister.....	Pawtucket, R. I.
Edward M. Umbach, A. M., Minister.....	Prairie View

Class of 1905.

Charles F. Boller, A. M., Editor.....	Port Allegheny, Pa.
Lester L. Bower, Ph. B., Teacher in High School.....	Cleveland, O.
Geo. F. Carrier, Ph. M., Minister.....	Lockport
H. E. Griebenow, Ph. B., Principal High School.....	
.....	Mountain Lake, Minn.
G. R. Ingalls, Ph. B., Agricultural Representative University of Wisconsin	Eau Claire, Wis.
Lena M. Lenhardt, B. L., Teacher, Forest Park University....	
.....	St. Louis, Mo.
F. W. Luehring, Ph. M., Asst. Physical Director..	Princeton, N. J.
C. E. Maves, Ph. M., Minister.....	Norwalk, Wis.
W. A. Nonnamaker, M. S., Teacher.....	Duluth, Minn.

F. K. Rieh, Ph. M., Minister.....	Sheridan
J. W. Schafer, Ph. B.....	Osawatomie, Ks.
Ella M. Schneller, Ph. M., (Mrs. D. H. Wing).....	Regina, Sask.
W. H. Schuster, Ph. M., Minister.....	Pittsburg, Pa.
Edwin L. Theiss, A. M., Prof. of Latin, Carrol College.....	
.....	Waukesha, Wis.
Edward G. Vaubel, Ph. M., Minister.....	Pearl City
A. H. Voegelien, Ph. M., Orchardist.....	Roseburg, Ore.

Class of 1906.

O. M. Albig, A. M., Professor of Greek Language and Literature	
Northwestern College	Naperville
Rose Barnard, B. S., at home.....	Naperville
Leila N. Danuser, Ph. B., (Mrs. E. L. Buehler) ..	Crown Point, Ind.
J. G. Feucht, Ph. M., Minister	Forreston
Felix F. Herzog, Ph. B., Teacher, (Died Dec. 15, 1907)	
E. E. Keiser, Ph. B., Minister.....	Chicago
Agnes Peebles, Ph. B., (Mrs. C. Hirschman).....	Ft. Wayne, Ind.
Geo. Schlafer, Ph. B., Supt. of Schools.....	Ida Grove, Ia.
Frederick S. Seegmiller, Ph. B., Teacher.....	Elberon, Ia.
G. A. Stierle, Ph. B., Minister.....	West Salem,, Ill.
H. H. Strubler, B. S., with J. A. Hertel Co.....	Chicago
D. O. Wise, Ph. M., Minister.....	Louisville, Ky.
F. A. Zeller, Ph. B., Minister.....	Swift Current, Sask.

Class of 1907.

Clyde E. Boyer, A. B., Minister	Chicago
Robert W. Duel, Ph. B., Minister.....	Sauk Center, Minn.
Edwin E. Erffmeyer, Ph. B., Minister.....	Marion, Kan.
Arthur A. Franzke, Ph. B., Supt. of Schools.....	Lewiston, Mont.
Mabel E. Gamertsfelder, A. B. (Mrs. F. C. Armstrong),	Detroit, Mich.
Theodore L. Harder, Ph. B., Salesman.....	Sacramento, Cal.
Carl A. Hirschman, Ph. B., Minister.....	Ft. Wayne, Ind.
Charles E. Lamale, A. B., Minister.....	Columbus, Ohio
Albert W. Marker, A. B., Teacher.....	Logansport, Ind.
Paul S. Mayer, Ph. B., Missionary.....	Tokio, Japan
William W. Nash, Ph. B., Minister.....	Cowiche, Wash.

Edwin J. Nickel, Ph. B., Minister Neenah, Wis.
 Elmer R. Schutz, B. S., Teacher in High School.... North Platte, Neb.
 Paul J. Speicher, B. S., Pres. Independent Telephone Co.....
 Urbana, Ind.
 Harry E. Straub, Ph. B., Minister..... Walnut
 William M. Vogel, B. S., Principal High School.... Miles City, Mont.

Class of 1908.

Chester J. Attig, Ph. B., Professor of History, Northwestern
 College Naperville
 R. M. Broadbooks, Ph. B., Minister..... Grafton, N. Dak.
 Augusta B. Buscho, Ph. B., Teacher in High School, Montevideo, Minn.
 Edwin F. George, Ph. B., Minister Chicago
 E. E. Gloege, Ph. B., Principal High School..... Madison, Minn.
 Harry W. Graunke, Ph. B., Minister..... Bucyrus, O.
 S. F. Hilgenfeld, Ph. B., Minister..... Napa, Cal.
 Albert A. Krug, Ph. B., Minister..... Iron River, Wis.
 Fannie Lauver, Ph. B., Teacher Momenee
 Alice Niederhauser, Ph. B., Missionary..... China
 Milton W. Strahler, B. S., Missionary India
 Sara Wellner, Ph. B., (Mrs. L. Schneller)..... Wausau, Wis.

Class of 1909.

G. E. Alstadt, Ph. B.,
 John M. Beck, Ph. B., Minister..... Grand Island, N. Y.
 R. T. Daeschner, Ph. B..... Preston, Neb.
 C. E. Deetz, B. S., Supt. of Schools..... Iron River, Wis.
 Lucinda Dennstedt, Ph. B., Teacher in High School, Bloomfield, Neb.
 Alda L. Devitt, Ph. B., Teacher in High School..... Harvard
 Carl C. Gamertsfelder, A. B., Teacher in High School.. Decorah, Ia.
 Marie Gocker, Ph. M..... Naperville
 A. W. Gross, Ph. B., Teacher..... Winslow
 Wm. H. Huber, Ph. B., Minister..... Highland Park
 Edward Himmel, B. S., Associate Professor in Science, North-
 western College Naperville
 Gerald Kirn, Ph. B., Teacher of Science, High School, Faribault, Minn.

W. W. Krueger, Ph. B., Minister.....	Dorchester, Wis.
Lucas Nanninga, Ph. B., Minister.....	Cummings, Kans.
W. B. Oldt, Ph. B., Minister.....	So. Chicago
H. B. Schaeffer, Ph. B., Minister	Chicago
Benj. J. Schirer, A. B., Teacher, High School.....	Peoria
Benj. T. Schwab, Ph. B., Minister.....	Crofton, Neb.
John S. Stamm, Ph. M., Minister.....	Oak Park
Mabel L. Tillson, Ph. B., Teacher.....	Des Plaines

Class of 1910.

Lillian Arends, B. S., (Mrs. Priem).....	Chicago
Florence Erffmeyer, Ph. B., Missionary	Japan
Lewis Feik, B. A., Teacher in High School.....	Washington
W. S. Gamertsfelder, B. A., Minister.....	Kenmore, O.
Emil Gruetzmacher, Ph. B.....	Rogers Park
Colin Higgins, B. S., Teacher High School.....	Savannah
John P. Himmel, B. S., Teacher.....	Radcliffe, Ia.
R. B. Leedy, B. A., Minister.....	Bettsville, O.
C. D. Loose, B. A., Teacher.....	Washington, Ia.
Andrew J. Mattill, B. S., Teacher High School.....	Seward, Neb.
E. J. Miller, Ph. B., Teacher High School.....	Savannah
H. W. Priem, B. S., Physician.....	Chicago
C. I. Roller, B. A., Ph. B., Teacher.....	Monmouth
G. H. Roller, B. A., Ph. B., Teacher.....	Marquette, Mich.
W. W. Schirmer, Ph. B., Teacher.....	Enderlin, N. Dak.
Lena M. Schroeder, Ph. B., (Mrs. E. Schmalzried)	Flat Rock, O.
Clinton F. Smith, Ph. B., Minister.....	Waverly, Ia.
A. D. Stauffacher, B. A., Missionary.....	Tokio, Japan
D. Vaubel, Ph. B.....	
Lewis Weide, Ph. B., Minister.....	Green, Kan.

Class of 1911.

Jerry Behrns, Ph. B., Missionary.....	China
Edward F. Brand, Ph. B., Minister.....	Morristown, Minn.
Rennie Bushweiler, A. B., Teacher.....	Neshkoro, Wis.
M. C. Elmer, B. S., Graduate Student University of Chicago..	Chicago
H. Feucht, Ph. B., Teacher.....	La Grange, Mo.

Elsie H. Giese, A. B., Teacher High School.....	Dallas City
Elmer D. Graper, A. B., Teacher, Bradley Polytechnic School, Peoria	
H. A. Kellerman, A. B., Student in E. T. S.....	Naperville
C. H. Kolander, B. L., Minister.....	Arcadia, Wis.
Ada B. Leffler, Ph. B., at home.....	Naperville
Henry A. Lipp, B. S., Teacher High School.....	Fond du Lac, Wis.
Ira Oertli, B. S., Teacher High School.....	Alton
Benj. A. Piper, B. L., Lawyer.....	Naperville
W. E. Schilling, A. B., Minister.....	Butternut, Wis.
Elmer Schmalzried, A. B., Medical Student, Columbia University.	
.....	New York
Mark Schmidt, B. S.	Naperville
S. E. Schrader, A. B., Student in E. T. S.....	Naperville
Netta A. Schutz, Ph. B., Teacher.....	Decatur, Ind.
Velma Seeder, B. A., Teacher High School.....	Kasson, Minn.
A. E. Teichman, B. S.....	
Lulu Umbach, B. S., Teacher High School.....	Belvidere
Alice Voegelien, Ph. B., Teacher High School.....	Lewiston
C. B. Wahl, A. B., Supt. of Schools.....	Sheffield, Ia.
W. L. Zabel, A. B, Minister	Wakefield, Kans.

Class of 1912.

I. L. Baumgartner, A. B., Student E. T. S.....	Naperville
Effie Berger, B. S., Teacher.....	Jacksonville
Edith Mae Broadbooks, B. L., (Mrs. Earl L. King) ..	Belgaum, India
Maybelle Danuser, B. L., Teacher.....	Terre Haute, Ind.
E. S. Faust, B. S., Student E. T. S.....	Naperville
Herbert S. Frank, B. S., Student E. T. S.....	Naperville
Alexander R. Freeman, B. A., Boys' Secretary Y. M. C. A.....	
.....	Newark, N. J.
C. F. Gackeler, B. A., Minister.....	Saginaw, Mich.
Judson Gamertsfelder, B. A.....	Naperville
Esther Hatz, B. L., at home.....	Prairie du Sac, Wis.
A. E. Hemmer, B. A., Teacher	Somerville, Ind.
A. M. Holtzman, B. A., Teacher	Ligonier, Ind.
Harry J. Kolb, B. S., Y. M. C. A. Secretary	
C. A. Lang, B. A., Student E. T. S.....	Naperville
Ralph W. Loose, B. A., Student E. T. S.....	Naperville
P. M. Mattill, B. S., Supt. of Schools.....	Sacred Heart, Minn.

Newton L. Miller, B. S., Teacher.....	Mellen, Wis.
H. E. Mueller, B. A., Student E. T. S.....	Naperville
George C. Pullman, B. A., Student E. T. S.....	Naperville
F. A. Render, B. A., Student E. T. S.....	Lisle
G. L. Schaller, B. A., Teacher.....	Elgin
H. Schrammel, B. A., Teacher	Aurora, Minn.
Franklin C. Schwartz, B. A., Teacher.....	Barbourville, Ky.
I. L. Schweitzer, B. A., Student E. T. S.....	Naperville
H. Trautman, B. A., Teacher.....	Mendota
Elizabeth Turner, B. A., Teacher	Paw Paw
Arnold A. Vieth, B. S., Teacher	Elkhart, Ind.
Belle Voegelien, B. A., Student Univ. of Illinois.....	Champaign
H. W. Voight, B. A., Teacher.....	Mendota

Class of 1913.

Wm. F. Blumer, B. S., Teacher.....	Sandwich
E. H. Brunemeier, B. S., 53 Middle Divinity, University of Chicago	Chicago
H. C. Brunemeier, A. B., E. T. S.....	Naperville
E. E. Draeger, A. B.,.....	Marshfield, Wis.
J. U. Elmer, B. S., Teacher.....	Vermillion, S. D.
F. H. Feik, A. B., Teacher.....	Flat Rock, O.
R. W. Feik, B. S., Teacher.....	Lamoille
Edna Geister, A. B., Teacher.....	Elgin
E. A. Geister, B. L., Law School, 5125 Kimbark Ave.....	Chicago
Wm. E. Grote, B. L., Minister	Chatsworth
H. W. Hanneman, B. S.,.....	Naperville
M. O. Herman, A. B., Minister.....	Cicero, Ind.
J. R. Hoch, A. B., Student	Madison, N. J.
Florence Hoopes, B. L.	Naperville
A. L. Horn, A. B., E. T. S.....	Naperville
G. H. Kellerman, B. S., E. T. S.....	Naperville
Viola Knoche, A. B., Graduate Student, University of Illinois, 804 So. 3rd St.	Champaign
Esther Lang, A. B.....	Mendon, Mich.
H. A. Miller, B. S., Physical Director.....	Chicago
Cora A. Minch, B. L., Presbyterian Hospital, 1750 Congress St.	Chicago
Edna Oertli, A. B., Teacher.....	Groton, S. D.

Edward A. Pauli, B. S., Y. M. C. A.....	Omaha, Neb.
Leila Renner, A. B., Teacher	Lexington
F. W. Schendel, A. B., Minister	Morristown, Minn.
J. J. Schmidt, A. B.....	South Germantown, Wis.
R. K. Schwab, A. B., E. T. S.....	Naperville
O. D. Swank, A. B., E. T. S.....	Naperville
G. F. Wagner, A. B., Teacher	Sutherland, Neb.
C. B. Wilming, A. B., Minister.....	Lawrence, Kans.

Whole Number of Alumni.

Ladies	138
Gentlemen	367
Total	505

Number of Alumni Living.

Ladies	121
Gentlemen	340
Total	461

ALPHABETICAL REGISTER OF THE ALUMNI.

Albig, Orville M.....	'06	Brand, J. H.	'90
Alstadt, G. E.....	'09	Brand, Ed. F.	'11
Arends, Lillian M.....	'10	Breasted, J. H.	'90
Arlen, Henry	'77	Breish, J. H.	'94
Attig, Chester	'08	Breithaupt, E. C.	'87
Augenstein, J. C.	'74	Britzius, H. A.	'95
Augustine, A. B.	'79	Broadbooks, R. M.	'08
Averill, E. W.....	'88	Broadbooks, Edith Mae....	'12
Baker, Warren A.	'02	Brunemeier, E. H.....	'13
Baldwin, E. B.	'85	Brunemeier, H. C.....	'13
Ballou, Mae E.	'00	Bucks, Chas. A.	'67
Ballou, R. B.	'86	Bucks, Mary S.	'83
Barnard, Elizabeth	'85	Buscho, Augusta	'08
Barnard, Rose A.	'06	Bushweiler, R.	'11
Bast, August	'02	Butts, Ida M.	'80
Bauernfeind, Susan M. ...	'99	Butzbach, Albert	'04
Baumgartner, S. H.	'87	Cañon, William	'84
Baumgartner, I. L.	'12	Cawelti, G. P.	'96
Beck, John M.	'09	Chinn, Libbie	'69
Beckman, Mattie	'86	Clymer, W. E.	'87
Behner, F. G.	'00	Cody, Hiram S.	'75
Behrns, Jerry	'11	Cody, Hope R.	'88
Bechtel, H. C.	'87	Cody, Rose	'75
Bell, Allie M.	'83	Cody, Arthur B.	'79
Belmont, Blanche	'90	Crampton, Mae I.	'80
Benkleman, W. F.	'83	Courier, G. F.	'05
Berger, Effie	'12	Daeschner, August	'95
Beyers, Laura M.	'84	Daeschner, R. T.	'09
Beyrer, C. C.	'72	Dahlem, Carrie	'84
Birr, W. E.	'01	Danuser, Leila	'06
Blumer, W. F.	'13	Danuser, Maybelle	'12
Bohlander, J. J.	'02	Davis, Melissa	'67
Boller, Chas. F.	'05	Deetz, C. E.	'09
Bower, Lester L.	'05	Degenkolb, G. J.	'04
Bowman, C. B.	'96	Dennstedt, Lucinda	'09
Boyer, C.	'07	Devitt, Alda	'09

Devitt, I. K.	'80	Franzke, H. A.	'99
Dexter, Etta	'80	Freeman, A. R.	'12
Dickinson, L. E.	'86	Fry, Moses C.	'82
Diller, Adam E.	'03	Gackeler, C. F.	'12
Dillman, Amanda J.	'71	Gamertsfelder, S. J.	'78
Draeger, Erwin.....	'13	Gamertsfelder, Carrie	'93
Dreisbach, Emma G.	'82	Gamertsfelder, Mary	'93
Dreisbach, B. F.	'66	Gamertsfelder, W. H.	'93
Dreisbach, C. H.	'78	Gamertsfelder, W. S.	'10
Dreisbach, Mattie H.	'67	Gamertsfelder, Mabel	'07
Duel, R.	'07	Gamertsfelder, Carl	'09
Ehlers, Jacob H.	'03	Gamertsfelder, Judson	'12
Elfrink, Adelaide B.	'99	Gascoigne, Stephen	'68
Elfrink, Anna D.	'93	Gasser, Geo. C.	'91
Elfrink, B. F.	'98	Geister, E. A.	'13
Elmer, J. U.	'13	Geister, Edna	'13
Elmer, M. C.	'11	George, Edwin	'08
Ernst, Etta L.	'03	Gibson, Ethel	'03
Erffmeyer, Florence	'10	Giese, J. A.	'94
Erffmeyer, E. E.	'07	Giese, Elsie H.	'11
Ewing, Myron J.	'76	Gingrich, Felix M.	'98
Faust, E. S.	'12	Gloege, E. E.	'08
Feik, F. H.	'13	Gocker, Marie	'09
Feik, R. W.	'13	Goldspohn, Albert	'75
Feik, Lewis W.	'10	Good, Nellie	'79
Ferner, J. W.	'73	Goodrich, H. H.	'76
Ferner, O. A.	'95	Goodrich, Ida T.	'75
Feucht, Jacob G.	'06	Goodrich, Irving	'81
Feucht, Herman	'11	Goodrich, Jennie	'80
Fidder, J. G.	'88	Granger, Luella V.	'02
Finkbeiner, Thos.	'94	Graper, E. D.	'11
Foran, Mary E.	'71	Graunke, Harry	'08
Fouser, A. R.	'79	Gress, R. L.	'03
Fox, D. F.	'87	Griebenow, H. E.	'05
Fox, Edith L.	'02	Griswold, Lida A.	'84
Frank, Nellie E.	'03	Gross, A. W.	'09
Frank, Herbert	'12	Grote, W. E.	'13
Franzke, A. A.	'07	Gruetzmacher, Emil A.	'10
Franzke, John J.	'02	Guelich, H. D.	'97

Gunther, W. C.	'04	Himmel, John P.	'10
Haefele, Augustus	'77	Higgins, D. F.	'74
Hager, E. C.	'67	Higgins, Colin	'10
Hager, Ella E.	'69	Hirschman, C. A.	'07
Haines, Cora L.	'88	Hobart, Chas. H.	'76
Haines, D. M.	'81	Hoch, Jno.	'13
Haines, Ellen S.	'88	Holcomb, R. H.	'81
Haines, T. L.	'72	Hodges, Bessie A.	'80
Haist, A. B.	'94	Holtzman, A. M.	'12
Haist, A. Y.	'87	Hoopes, Florence	'13
Hallwachs, W. C.	'01	Horn, A. L.	'13
Huber, W. H.	'09	Huebner, S. H.	'85
Haman, J. W.	'01	Huelster, A. H.	'80
Hanna, Mary L.	'75	Huddle, W. D.	'87
Hannah, Emma	'76	Hunter, Belle C.	'83
Hanneman, H. W.	'13	Husser, Milton G.	'04
Harter, T. L.	'07	Hyde, Cora P.	'79
Harter, Elva M.	'01	Ingalls, G. R.	'05
Hatz, C.	'76	Iwan, Clara M.	'95
Hatz, Ida	'02	Jones, Mollie L.	'78
Hatz, Esther	'12	Kammerer, Anna	'99
Hauch, S. M.	'97	Keiper, Kezzie	'82
Hazelton, C. N.	'72	Keiper, Lizzie	'77
Heebner, S. K.	'85	Keiser, Edmund E.	'06
Heidner, Ella M.	'85	Keller, Winnifred D.	'02
Heidner, Mamie E.	'95	Kellerman, G. H.	'13
Heilman, Frank W.	'02	Kellerman, H. A.	'11
Heininger, Louis	'87	Kelhofer, Ernst	'03
Heilman, John J.	'98	Kiekhoefer, Luella E.	'01
Hemmer, A. E.	'12	Kiekhoefer, Mayme	'01
Hendricks, H. H.	'01	Kiekhoefer, Lillian	'04
Herman, M. O.	'13	Kiekhoefer, W. H.	'04
Hertel, J. A.	'92	Kimmel, G. B.	'97
Herzog, Felix F.	'06	Kirn, G. J.	'86
Hetche, Chas.	'02	Kirn, Gerald	'09
Hielscher, J. A.	'88	Kletzing, H. F.	'79
Hilgenfeld, S. F.	'08	Kletzing, J. F.	'79
Hillman, C. F.	'93	Kletzing, M. Naomi	'82
Himmel, Edward	'09	Kletzing, U. B.	'82

Kletzing, E. L.	'88	Marker, A. W.	'07
Klopp, J. J.	'88	Marsh, Elizabeth F.	'76
Kliphardt, Chas. F.	'04	Mather, Zillia	'88
Knecht, L. E.	'86	Mattill, Andrew J.	'10
Knickerbocker, Alden	'97	Mattill, P. M.	'12
Knight, Luther	'02	Mayer, P. S.	'07
Knight, Naomi	'85	Maves, C. E.	'05
Knobel, Mary A.	'67	McGregor, Duncan	'73
Knobel, G. C.	'70	McHose, Edwin D.	'01
Knoche, Viola	'13	Meck, Rose R.	'79
Koch, Christina	'99	Meck, S. R.	'88
Koch, Peter	'88	Messner, Mary	'84
Kolander, C. H.	'11	Meyer, G. C.	'94
Kolb, J. Harry	'12	Michael, J. W.	'87
Krahl, W. F.	'76	Miller, E. E.	'96
Kramer, H. A.	'88	Miller, Hattie C.	'87
Krienke, G. J.	'99	Miller, Walter J.	'98
Krueger, W. W.	'09	Miller, G. W.	'93
Krug, A. A.	'08	Miller, Edwin J.	'10
Lamale, C. E.	'07	Miller, H. A.	'13
Lang, C. A.	'12	Miller, Newton	'12
Lang, Esther	'13	Minch, Lora C.	'03
Larek, F. A.	'84	Minch, Cora	'13
Lauver, Fannie	'08	Mueller, H. E.	'12
Leedy, R. B.	'10	Muerner, Emma C.	'85
Leffler, Ada B.	'11	Muerner, Laura E.	'89
Lenhardt, Lena M.	'05	Muerner, Henry L.	'99
Lerch, Emma L.	'90	Murray, Maria E.	'70
Lerch, W. L.	'87	Murray, Thos.	'78
Lewis, Carrie N.	'78	Naegli, Frank	'02
Lindemann, C. W. A.	'83	Nanninga, Lucas	'09
Lipp, H. A.	'11	Nash, W. W.	'07
Litt, J. G.	'86	Nauman, Chas.	'72
Loose, Clarence D.	'10	Nauman, Geo. P.	'94
Loose, Ralph W.	'12	Nauman, H. C.	'94
Luehring, F. W.	'05	Naumann, W. L.	'99
Lundy, Jennie	'79	Neiswender, Susie	'72
Luce, T. Claire	'83	Neitz, Frank C.	'88
Manbeck, Ida V.	'78	Nickel, E. J.	'07

Nichols, J. L.	'80	Rich, F. K.	'05
Niederhauser, Alice	'08	Rich, Laura	'02
Niederhauser, E. W.	'01	Rickenbrode, E. C.	'86
Nonnamaker, M. E.	'96	Rickli, Arthur	'03
Nonnamaker, W. A.	'05	Rife, E. E.	'94
Norbury, Alice M.	'83	Rilling, J. H.	'96
Oertli, Edna	'13	Rilling, W. B.	'90
Oertli, Ira	'11	Rohland, Anna M.	'67
Oldt, W. B.	'09	Roller, C. I.	'10
Oliver, E. J.	'97	Roller, G. H.	'10
Orth, L. L.	'00	Ross, W. F.	'88
Ostroth, D. C.	'04	Sasseen, David	'74
Oyer, J. F.	'95	Schaefer, J. C.	'96
Pahlman, Ida M.	'87	Schafer, J. W.	'05
Patterson, Maggie J.	'86	Schaeffer, H. B.	'09
Pauli, E. A.	'13	Schaller, G. L.	'12
Peebles, Agnes H.	'06	Schendel, F. W.	'13
Penticoff, O. C.	'03	Schilling, W. E.	'11
Peter, W. W.	'04	Schirer, Benj. F.	'09
Pfeiffer, Rose K.	'83	Schlafer, Geo. E.	'06
Piper, Benj. A.	'11	Schirmer, W. W.	'10
Plantikow, Herman	'88	Schluter, H. C.	'91
Pratt, Laura A.	'66	Schlosstein, J. F.	'78
Powell, H. C.	'02	Schmidt, J. J.	'13
Priem, Harry	'10	Schmidt, Mark E.	'11
Pullman, Geo. C.	'12	Schmucker, I. J.	'87
Ranck, C. E.	'99	Schneider, Geo. H.	'78
Ranck, Elmina E.	'99	Schneider, Henry	'77
Ranney, Eldon	'93	Schneider, J. C.	'85
Rarey, C. D.	'03	Schneider, J. F. D.	'04
Rassweiler, C. F.	'69	Schneider, S. F.	'85
Rassweiler, G. F.	'97	Schneller, Ella M.	'05
Rassweiler, H. H.	'68	Schoedinger, Fred H.	'99
Rassweiler, J. K.	'68	Schoenleben, M.	'93
Raymer, H. S.	'81	Schrader, S. E.	'11
Reik, S. A.	'00	Schrammel, H.	'12
Reinhart, J. M.	'79	Schroeder, Lena M.	'10
Render, F. A.	'12	Schreiner, Lizzie B.	'83
Renner, Leila.	'13	Schuermeier, F. C.	'99

Schultz, H. C.	'85	Spreng, E. M.	'85
Schultz, Sophia	'86	Speicher, P. J.	'08
Schultz, W. A.	'84	Staffeld, D. W.	'04
Schumacher, F. P.	'95	Stamm, J. S.	'09
Schumacher, Ferdinand ...	'03	Stanard, O. B.	'81
Schuster, W. H.	'05	Stanger, Mary D.	'83
Schutte, W. A.	'91	Stanger, S. S.	'86
Schutz, E.	'07	Stark, L. J.	'95
Schutz, Netta A.	'11	Stauffacher, A. D.	'10
Schwab, Benj. T.	'09	Stauffacher, C. J.	'03
Schwab, R. K.	'13	Stauffacher, S. J.	'00
Schwartz, Frank	'12	Steffen, E. F.	'83
Schweitzer, I. L.	'12	Stettbacher, C. C.	'02
Seager, F. E.	'87	Stierle, G. A.	'06
Seager, L. H.	'87	Stoll, S. J.	'81
Seder, James I.	'87	Stoll, R. C.	'03
Seder, Velma	'11	Story, Sarah S.	'80
Seegmiller, F. S.	'06	Strahler, Milton	'08
Seibert, W. O.	'84	Straub, H. E.	'07
Sevier, Nannie L.	'75	Strom, J. L.	'93
Shaw, Nettie	'78	Strubler, H. H.	'06
Shoemaker, H. J.	'79	Stube, J. H.	'85
Shortess, Anna E.	'85	Swank, O. D.	'13
Schott, Ira J.	'82	Tayama, H. M.	'93
Sims, Florence	'66	Teel, Warren F.	'00
Simpson, Bertha E.	'02	Teichman, A. E.	'11
Sindlinger, Edna G.	'98	Theiss, Edwin L.	'05
Sindlinger, G. W.	'69	Thompson, Jennie M.	'88
Slick, Bert	'01	Tillson, Mabel L.	'09
Smith, Clara	'96	Trautman, Harry	'12
Smith, C. F.	'10	Triem, Peter E.	'74
Smith, H. L.	'10	Troeger, J. W.	'72
Smith, Chas. A.	'01	Turner, Elizabeth	'12
Smith, Fannie E.	'88	Uebele, W. C.	'02
Smith, Henry A.	'96	Umbach, Esmerelda	'02
Smith, Mattie E.	'90	Umbach, E. M.	'04
Smith, Lucy J.	'97	Umbach, L. M.	'77
Snyder, J. A.	'88	Umbach, W. H.	'96
Sohl, Lawrence	'04	Umbach, Lulu	'11
		Umbreit, S. J.	'98

Utzinger, A. H.	'87	Weide, L. G.	'10
Valentine, Mary	'82	Wenger, W. L.	'03
Vandersall, C. H.	'97	Wickel, Susie	'96
Vandersall, W. A.	'98	Wicks, E. C.	'80
Van Kannell, B. F.	'99	Wilming, Chas.	'13
Vaubel, E. G.	'05	Wing, Daniel H.	'02
Vaubel, Daniel J.	'10	Wise, David O.	'06
Vieth, Arnold	'12	Wood, Clara A.	'78
Voegelein, A. H.	'05	Woodside, Thos. W.	'78
Voegelein, Belle	'12	Wurtz, C. J.	'00
Vogel, W. M.	'07	Yaggy, L. W.	'71
Voegelein, Alice	'11	Yaggy, Florence	'99
Voight, H. W.	'12	Yost, Elizabeth M.	'00
Wagner, C. F.	'13	Young, Ella	'68
Wagner, C. W.	'90	Zabel, W. L.	'11
Wagner, Lizzie A.	'82	Zachman, R. H.	'02
Wagner, Lulu	'02	Zehnder, J. C.	'96
Wahl, C. B.	'11	Zeller, Francis A.	'06
Walker, W. L.	'83	Ziegler, J. C.	'79
Waltz, William	'80	Zinser, J. C.	'81
Wellner, Sarah	'08	Zollman, F. W.	'81

SCHEDULE OF RECITATIONS FOR 1914-15.

7:30

Botany, Advanced.....G
Botany, Elementary†.....G
Education .....6
German Rhetoric .....11
Greek, 1st year .....7
Latin, 3rd year .....5
Physics, College .....G
Political Science.....32
Zoology, Elementary .....G

8:30

Algebra, 1st year .....G
Geometry .....G
Greek, 3rd year .....7
Logic† .....6
Physics Laboratory (Fri)....G
Psychology* .....6
Rhetoric, Elementary (1)...12
Sociology .....32
Zoology, Advanced .....G

9:30

Chapel

10:00

Botany, General†.....G
Chemistry, Advanced .....G
Chemistry, Organic.....G
English, 1st year.....12
English, Sophomore (1).....G
French, 1st year.....34
German, Grammar.....11
Greek, 4th year .....7
History, English .....G
History, Modern, (Academy).G
Latin, 4th year .....5
Latin, 3rd year.....35
Literature, American .....12
Mathematics, Freshman (1).G
Zoology, General* .....G

11:00

Bible, Freshman.....31
Chemistry, Analytical.....G
Economics* .....32
English, Freshman (1).....G
Geology† .....G
Geometry, Analytical.....G
German, 1st year.....34
German, 3rd year.....11
History, Ancient.....G
Literature, Elem. Eng.....12
Philosophy .....6
Surveying .....G

* First Semester only.

† Second Semester only.

1:00

Bible, Freshman.....	31
Biology, Advanced	G
Chemistry, General	G
Civics†	32
English, Junior	G
English, Sophomore.....	G
History, Adv. Am.†	G
History, Modern*	G
Latin, 5th year.....	5
Mathematics, Fresh. (2).....	G
Physics, Elementary.....	G

2:00

Calculus	G
Chemistry, Elementary.....	G
Constitutional Law*.....	32
English, 1st year.....	12
English, Freshman (2).....	G
French, 2nd year.....	34
German, 4th year.....	11
History, Am. Begin.....	G
International Law†.....	32

3:00

Algebra, 2nd year.....	G
Astronomy	G
Ethics†	6
German, 2nd year.....	34
German, 2nd year, pure.....	11
Greek, 2nd year.....	7
Latin, 1st year.....	35
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Rhetoric, Elem. (2).....	12

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determined.

Bible, Academy.....	32
Child Psychology	6
Economics, Advanced.....	33
Faust	11
French, 3rd year.....	34
Greek Literature.....	7
Greek Poets	7
Laboratory Periods.....	

* First Semester only.

† Second Semester only.

FORM OF BEQUEST.

IN THE NAME OF THE BENEVOLENT FATHER OF ALL,
 I. A..... B.....,
 of, do make and publish this my last will
 and testament, as follows:

I give and devise to the TRUSTEES OF NORTHWESTERN
 COLLEGE, and their successors and assigns forever, the following
 lands and tenants
 (Description) in County, in the State of

I give and bequeath to the TRUSTEES OF NORTHWESTERN
 COLLEGE the sum of dollars, to be paid by my
 executor out of my estate within months after my
 decease.

In testimony whereof, I hereto subscribe my name and affix my
 seal, this day of, A. D.....

(Seal) A..... B.....

Signed and acknowledged by the above named A.....
 B....., testator, as his last will and testament, in our
 presence, and signed by us in his presence and at his request, as
 subscribing witnesses to the foregoing last will and testament at the
 date last aforesaid.

C..... D.....

E..... F.....

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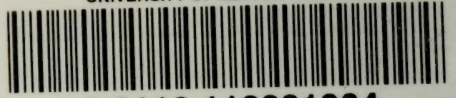
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North-Western College Bulletin is published January, April, July and October.
Entered at the Post Office, Naperville, Illinois as second class matter January 2, 1912, under the act of July 16, 1894.

PUBLISHING HOUSE OF THE
EVANGELICAL ASSOCIATION
C. HAUSER, . . . AGENT

UNIVERSITY OF ILLINOIS-URBANA



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